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ABSTRACT

This dissertation is a case study of the Van Riper-Hopper House Museum in Wayne Township, New Jersey. The study was undertaken to determine and to illustrate the kinds of educational contributions which local historical museums can make within their communities. Chapter one introduces the nature and scope of the study. A review of related literature in Chapter two reveals little evidence that museums have actually formulated educational programs in terms of continuing education needs and goals. Chapter three provides an overview of the house museum and its suburban community New Jersey setting. Chapter four describes a community assessment of the museum's educational effectiveness, limitations, and potential. Data analysis reveals that the museum is not an effective educational facility and that museum visits are isolated recreational and/or educational experiences. Chapter five presents a continuing education program model which describes educational activities which any museum can and/or adapt for four age groups: four to five year olds; seven to nine year olds; 14 to 16 year olds; and adults. The dissertation concludes by outlining its findings, recommendations, and implications for future research. The appendices include survey instruments and cover letters used in the community assessment and a bibliography. (Author/RM)

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THE VAN RIPER-HOPPER HOUSE: A CASE STUDY OF THE LOCAL HISTORICAL MUSEUM OF WAYNE TOWNSHIP, NEW JERSEY, AS A RESOURCE FOR COMMUNITY CONTINUING EDUCATION

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B.A. Montclair State College, 1969

M.A. Montclair State College, 1972

Harry H. Mix

Harry H. Mix, Ed.D., Advisor
Assistant Superintendent for Instruction, Port Chester Schools
Port Chester, New York

A Dissertation Submitted in Partial Fulfillment of
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ABSTRACT

The case study of the Van Riper-Hopper House Museum, Wayne Township, New Jersey, was undertaken to determine and illustrate the kinds of contributions which local historical museums can make on behalf of continuing education within their communities.

The case study included (1) a descriptive overview of the museum and its community setting, (2) a review of the related literature, (3) a community assessment of the museum's educational effectiveness, limitations, and potential based on a qualitative analysis of the open and closed sentence questionnaire responses of 387 community survey participants, including public officials, educators, adult residents, youth leaders, and students, and (4) a continuing education program model. In addition, the study's major findings were summarized, suggestions for improving the museum were offered, and recommendations for future research were presented.

The continuing education program model was derived from data gathered and was designed for utilization by the Van Riper-Hopper House and similar museums with the understanding that suggested program activities may and should be adapted to meet individualized community needs and museum resources.

The model included an overall program philosophy, a four-part program model and annotated selected references. The program philosophy presented the rationale for the model and recommendations for publicity, funding, utilizing community volunteers, and formulating and evaluating single and repeat visitation programs. The four-part model illustrated suggested continuing education program activities for pre-school, middle childhood, adolescent, and adult age groups. Each part of the model defined the intended audience, described program goals and objectives, and suggested introductory, culminating, and follow-up activities. Annotated selected references were included to assist local historical museums in formulating continuing education curricula based on the suggested model.

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TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

LIST OF TABLES vii

Chapter

I. INTRODUCTION: THE NATURE AND SCOPE OF THE STUDY 1

- The Problem 1
- Justification of the Problem 3
- Organization of Chapters II-VI 6
- Summary 7

II. REVIEW OF RELATED LITERATURE 8

- History Museum Development in the United States ... 8
- Museum Education Development in the United States 11
- History Museum Educational Program Activities 39
  - In-museum demonstrations, special tours, and/or guided tours for school classes 41
  - In-museum gallery talks and guided tours for general groups 42
  - Adult classes, lectures and study groups 43
  - Voluntary clubs, study groups and classes for school children 44
  - In-school presentations and organized loans 45
  - Museum-prepared or produced film series, radio and/or TV programs and performing arts presentations 46
- Summary 46

III. THE VAN RIPER-HOPPER HOUSE MUSEUM: AN OVERVIEW OF THE MUSEUM AND ITS COMMUNITY SETTING 48

- Introduction 48
- Community Overview 49
  - Location 49
  - History 49

Topography 51
Population 52
Land Utilization 54
Formal Education Institutions 57
Government 58
Parks and Recreation Department 59
Historical Commission 60
Museum Overview 64
Location and History 64
Physical Structure, Interior and Grounds 68
Summary 70

IV. THE VAN RIPER-HOPPER HOUSE MUSEUM: AN EVALUATION OF ITS EFFECTIVENESS, LIMITATIONS, AND POTENTIAL 72

Data Gathering Techniques 72
Working Sample 73
The Survey Instrument 74
The Data Processing and Analysis Method 76
The Data 79
Adult Residents' Survey Findings 79
School Administrators' and Public Officials' Survey Findings 83
Elementary and Secondary Educators' Survey Findings 91
Youth Leaders' Survey Findings 97
Students' Survey Findings 102
Composite Community Survey Findings 106
Museum Effectiveness 106
Museum Limitations 107
Museum Potential 108
Summary 110

V. CONTINUING EDUCATION PROGRAM MODEL 112

The Overall Program 112
Underlying Rationale 113
Pertinent Features 113
Program Research, Development and Evaluation 114
Facilities, Materials and Equipment 117
Museum Personnel and Community Volunteers 118
Funding 119
Publicity 120

Four-Part Program Model 122
  Early Childhood Program Model 123
  Middle Childhood Program Model 133
  Adolescent Program Model 142
  Adult Program Model 153
Selected References for Local Historical Museums ... 163
Summary 167

VI. THE STUDY IN RETROSPECT 168

The Study and Its Findings 168
Recommendations 173
Implications for Future Research 174

APPENDIX A. HISTORICAL COMMISSION PROFILE SHEET 176

APPENDIX B. SAMPLE YOUTH ORGANIZATION LETTER OF SURVEY PARTICIPATION REQUEST AND INSTRUCTION 179

APPENDIX C. SAMPLE COVER LETTERS WHICH ACCOMPANIED SURVEY INSTRUMENTS 181

  Sample First Mailing Adult Residents' Cover Letter 182
  Sample Second Mailing Adult Residents' Cover Letter 183
  Sample School Administrators', Including Adult Education Director's, Cover Letter 185
  Sample Public Officials', Including Director of Parks and Recreation's, Cover Letter 186
  Sample Historical Commissioners' Cover Letter ... 187
  Sample Elementary and Secondary Educators' Cover Letter 189
  Sample Youth Group Leaders' Cover Letter 190
  Sample Students' Cover Letter 191

APPENDIX D. TABULATED SURVEY INSTRUMENTS: QUESTIONNAIRE AND FACE SHEET DATA 192

  Adult Residents' Questionnaire 193
  Wayne Township Public Officials' and Educators' Confidential Questionnaire on the Wayne Museum 197

Director of Adult Education Confidential Questionnaire 199
Director of Parks and Recreation Confidential Questionnaire 200
Wayne Historical Commissioners' Confidential Questionnaire 201
Confidential Elementary and Secondary Educators' Questionnaire 206
Youth Organization Leaders' Confidential Questionnaire 211
Confidential Students' Questionnaire 215

APPENDIX E. TABLES 3-10 221

SELECTED BIBLIOGRAPHY 230

Books, Including Published Booklets, Directories, and Manuals 231
Published Proceedings, Reports, and Studies Undertaken for Institutions and Organizations 232
Newsletters, Newspapers, Periodicals, and Reproductions 234
Unpublished Reports, Proceedings, and Other Materials, Including Interviews and Letters 235

LIST OF TABLES

Page

1. National Endowment for the Arts' (1974) Findings Regarding the Frequency of Cultural and Educational Activities in American Museums in General and History Museums in Particular 40

2. Tabulation of Questionnaire Mailings and Responses 78

3. Faculty Assessment of the Museum with Respect to Their Presumed Familiarity with Its Programs and Resources 222

4. Field Trip Sponsorship to the Museum by Youth Group Leaders with Respect to Their Club Affiliation 223

5. Youth Leaders' Assessment of the Museum with Respect to Their Presumed Familiarity with Its Programs and Resources 224

6. Tabulation of Student Visitations to the Museum with Respect to Their Grade Levels 225

7. Museum Visitation, Resource Utilization, and Role Awareness by Wayne Township Residents, Teachers, and Youth Group Leaders 226

8. Museum Field Trip Sponsorship by Wayne Township Teachers and Youth Group Leaders 227

9. Repeat Field Trip Sponsorship to the Museum by Wayne Township Teachers and Youth Leaders 228

10. Repeat Visitations to the Museum by Wayne Township Adult Residents and Students 229

CHAPTER I

INTRODUCTION: THE NATURE AND SCOPE OF THE STUDY

The Problem

"Like most people, I spent some time in schools; but most of my real education has taken place before school, outside school and since school."[1] Underlying this cynical statement appears to be a simple truth regarding the educational process which is central to this study. That is, education is confined neither to the four sterile walls of the classroom nor to the twelve or more formal years of schooling. Rather, education should be more properly viewed as a continuing process extending from birth to death and occurring prior to, simultaneous with or subsequent to formal schooling. Based on the premise that education is continuing, it is the intent of this research to answer the question: How can the local historical museum contribute to the continuing education not only of its school-aged population, but of its pre-school and adult community members as well?

In order to answer this question, the researcher chose one local historical museum, the Van Riper-Hopper House Museum of Wayne Township, New Jersey, as the subject for a representative case study to determine and illustrate the kinds of contributions local historical museums can make in behalf of continuing education. For the purpose of this research, it should be noted that a "local historical museum" is defined as any community-based museum specializing in history which is either owned or operated by a local historical society or commission; it may be a city-supported institution or a non-profit corporation.

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[1] John Holt, What Do I Do Monday? (New York: Dell Publishing Company, 1970), p. 319.

To illustrate the kinds of contributions local historical museums can make in behalf of continuing education, a four-part continuing education program model is provided. The model incorporates representative educational activities for pre-school through senior citizen community members based on their continuing educational needs.

In order to formulate the program model, a case study method was utilized to assess the museum's educational limitations, effectiveness and potential. Information necessary to assess the museum was obtained from data collected from representative samples drawn from various sectors of the museum community; these included community educators, public officials, youth leaders, and members of the adult and school-aged population. The data were collected and analyzed by utilizing questionnaire survey instruments which were subjected to qualitative analysis.

In addition to a community assessment of the museum, the educational program model was developed to include (1) a museum-community overview; (2) programs utilized by other historical museums as determined by the search of the literature, interviews with resource persons, and information furnished directly from the museums; and (3) the researcher's knowledge and experience as a participant-observer in the field of museum education.

Justification of the Problem

This research has twofold justification. First, to date, there has been a paucity of research data available in the field of local historical museum education.[1] Second, there is a growing and pressing need for such research at this time.

What conditions make research such as this particularly timely? Currently, there is earnest controversy within the museum institution regarding its appropriate educational role and responsibility.[2]

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[1] The paucity of research in the area of local historical museum education will become apparent in the discussion of the search of the literature found in Chapter II.

[2] On one side of the controversy are those museum educators who believe that museums are intrinsically educational if they house "valuable collections" and present "striking exhibitions" ("in other words, the aged-old formula-preservation, interpretation, exhibit = education"). On the opposite side are those museum educators who believe that to be "educational," it is not enough for museums to preserve, interpret and exhibit objects; rather, to be educational, museums must develop "educational programs that reach out into the community and touch the lives of many." Helmuth J. Naumer, "A Marketable Product," Museum News 50 (October 1971): 14.

Research addressed to this problem could respond to the museum's pragmatic and philosophical dilemma by demonstrating that local historical museums can and are in fact capable of making unique contributions to continuing education.[1]

In addition, the museum community is growing and may be expected to continue its present growth in view of the American Revolution Bicentennial. Presently, there are 4,677 American museums listed in the 1973 Official Museum Directory of the United States and Canada. Since 1971, this figure represents a two-year increase of two hundred and five (205) new museums or approximately the founding of one new museum every third day.[2] Since the Museum Directory is selective in its listings, these figures may underestimate the true growth of American museums. Currently, state and federal bicentennial agencies are providing the impetus, both spiritual and monetary, for creating and expanding local historical museums in view of ongoing American Revolution-American Constitution Bicentennial celebrations. In order to receive Bicentennial funds, local historical museums are required to undertake historical projects and programs which commemorate national and local history. Data compiled at this time, then, could provide useful information for the local historical museum to use in the formation and long-range continuance of viable Bicentennial programs.[1]

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[1] One indication that members of the museum profession are interested in redefining the educational roles and responsibilities of the museum can be seen in the recent formation of the American Association of Museums' (AAM) President's Education Committee during the 1973 AAM Annual Convention. The Education Committee was an outgrowth of "years of discontent" on the part of some museum educators that the AAM was not responsive to the professional needs of the museum educators or to the educational role of the museums in general. The specific purpose of the Committee is to improve communication and expertise among museum educators and to demonstrate to the entire museum profession that education should not be the sole concern of museum educators but that it should be, rather, the concern of the entire museum profession. Paul Piazza, "Fighting the Good Fight," Museum News 52 (April 1974): 33-35.

[2] American Association of Museums, The Official Museum Directory of the United States and Canada (New York: National Register Publishing Company, Inc., 1973), p. A-4.

Finally, the growing emphasis and demand for the responsible use of public resources, both monetary and ecological, make it extremely possible that local historical museums will have to justify their existence in terms other than structures erected to honor antiquity after the gaiety of the Bicentennial is over.[1] It is in the museums' self interests and in the interests of the communities which they serve that the educational research data presented in this study be utilized in making local historical museums more functional community educational centers.

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[1] Many communities within New Jersey have taken advantage of the Bicentennial impetus, both spiritual and monetary, to create or expand local historical museums and local museum educational programs. In its first year of operation, 1974, the New Jersey Bicentennial Commission distributed grants totaling $280,234 to thirty-six grant recipients. Awards for the creation, expansion, or development of educational programs of local historical museums include: $3,600 for the Miller-Cory House (Westfield) restoration, $3,000 for the Ivanhoe Mill (Paterson) restoration, and $1,500 for the program of Witlock-Seabrook "Spy House" (Middletown). The Commission had $500,000 available in the fiscal year 1974-75 for museum programs, preservation, and restoration and other Bicentennial projects. Although Wayne Township did not receive Bicentennial funds to do so, the Historical Commission proposed (and initiated) the development of a museum complex on the Van Riper-Hopper House Museum property as part of the Township's Bicentennial celebration. New Jersey Bicentennial Celebration Commission, "Newsletter," 1 (September 1974): 3; The Sunday Star-Ledger (Newark), 5 January 1975, sec. 1, p. 27.

Organization of Chapters II - VI

How the study will accomplish its purpose in meeting the needs of the local historical museum by utilizing the data obtained from examining the Van Riper-Hopper House Museum is briefly outlined below.

Chapter II reviews the related literature.

Chapter III introduces the Van Riper-Hopper House Museum and provides a brief historic and demographic background description of Wayne Township, New Jersey, as a basis for understanding the museum and its setting.

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[1] The necessity for local historical museums to justify municipal budgetary expenditures in their behalf is exemplified by comments made during a 1973 Wayne Township council meeting in response to the Historical Commission's plea for an allocation to relocate and restore the 1706 Van Duyne House as part of the Bicentennial museum complex project in order to "protect [Wayne's] heritage for future generations." One Wayne resident argued that such allocations were unjustified and unwarranted in terms of other municipal priorities by stating, "My grandchildren don't give a damn [about the historic significance]. I don't even know where the house is. A select few use the house while the majority of us don't know anything about it." The Passaic Herald-News, 4 October 1973, p. 27.

Chapter IV describes the procedures and methodology utilized
in obtaining the community evaluation and reports
and analyzes the data yielded from the community
assessment of the museum.

Chapter V presents a continuing education program model
designed for utilization by the Van Riper-Hopper
House and similar historical museums.

Chapter VI presents a review of the findings of the study
and raises questions for future research.

Summary

Chapter I has defined the nature and scope of the research study by stating the purposes and justification for the study. Simply stated, education is a continuing process. Within this framework, it is the purpose of the research to determine what contributions a local historical museum can make to the continuing education of its community members prior to, during and after their formal schooling. Such research has particular significance at this time. To this end, the Van Riper-Hopper House Museum, Wayne Township, New Jersey has been selected as the subject for a case study to determine and illustrate the educational potential of the local historical museum.

CHAPTER II

REVIEW OF RELATED LITERATURE

A study of the literature revealed a gross absence of research related directly to the local historical museum's role in providing community continuing education.

Research, however, did reveal studies which suggested the need for museums--such as the Van Riper-Hopper House Museum--to offer programs in behalf of continuing education.

As such, this Chapter is addressed to a review of the literature from the point of view of (1) the development of the historical museum in the United States, (2) studies devoted to an analysis of the development of museum education, and (3) a description of representative contemporary history museum education activities and programs.

History Museum Development in the United States

In general, history museums in the United States include historic house museums, outdoor history museums, and historic site museums.

History museums are maintained by governments on the federal, state, county or local levels, and by professional associations, educational institutions, industries, corporations, and voluntary societies.

From 1773 until the mid-nineteenth century, American history museums took the form of "cabinets of curiosity," that is, "collections of oddities linked only by their unrelatedness to each other."[1] Primarily, two types of history cabinets existed during this period. One type of cabinet, the earlier of the two, was maintained first by private individuals and later by historical societies, and emphasized the collection of historical or cultural artifacts or documents for the educational edification of a select few. The other type was epitomized by P. T. Barnum's museum in the mid-nineteenth century, and exhibited contemporary oddities for profit and provided entertainment to the masses.

In the 1850's, a new form of history museum originated: the "historic house museum." Of the first seven historic homes preserved as museums, four were associated with George Washington (e.g., Mount Vernon and the Holbrouck House). The appellation "historic house museum" applies to structures "that have ceased to be homes, government buildings, or whatever they were originally, and have become exhibition houses for the public to see as survivals from the past."[2] Historic house museums presently constitute the most numerous of all types of history museums.[1]

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[1] Richard Rabinowitz, "Learning in Public Places: The Museum" (Bethesda, Md.: ERIC Document Reproduction Service, ED 077 832, 1973), p. 4.

[2] Laurence Vail Coleman, Historic House Museums (Washington, D.C.: The American Association of Museums, 1933), p. 113.

The twentieth century saw the rise of two additional types of history museums. One type was the outdoor history museum, more popularly known as the "museum village," which originated in the early part of the century in Dearborn, Michigan. The prototype of the American outdoor or village museum is found in the open-air European folk museum. One of the earliest and most noted of the outdoor museums is located in Colonial Williamsburg. American outdoor history museums have become associated with tourism and have been characterized as "among the most ambitious and popular in the field today."[2]

A second type of history museum which developed in the present century was the "historic site museum." Various pieces of federal legislation since 1906 enabled this form of museum to become firmly established in the United States. "Historic site museums" are those which interpret historically significant historical locations.[3] Such museums include the Quarry Museum at Dinosaur National Monument, Antietam National Battlefield Site, and the Hopewell (Pennsylvania) Village National Historic Site.

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[1] Rabinowitz, "Learning in Public Place," p. 17.

[2] Ibid., p. 20.

[3] Ralph H. Lewis, "Site Museums and National Parks," Curator 2 (Spring 1959): 172.

Museum Education Development in the United States

It seems encumbent upon the researcher to point out various ambiguities and uncertainties associated with the term "museum education."

In general, there are as many definitions depicting the nature, roles, and obligations of "museum education" as there have been reports, studies, and scholarly writings on the subject. Osborn (1927) characterized the museum as a "new force in creative education" which "succeeds if it teaches, fails partially if it merely amuses or interests people, and fails entirely if it simply mystifies."[1] He saw the purpose of the museum as a "vision of the world to those who otherwise can never see it."[2] Coleman (1927) felt the museum's ultimate purpose was "to raise the general level of refinement by giving pleasure and imparting knowledge."[3] Wittlin (1949) believed that museum education was of vital importance in educating all peoples toward an understanding of human evolution, unity, and universal problems.[4] She (1970) expressed the belief that "good" museum education is that which propels man along his "evolutionary trajectory." [1] Richardson (1968) characterized the basic responsibility of museum education as "vast, extremely complex, and touch[ing] every aspect of our intellectual life."[2] The Belmont Report (1969) stated that museums offer educational opportunities "which no other institutions in the nation either do or can provide."[3]

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[1] Henry Fairfield Osborn, Creative Education in School, College, University, and Museum (New York: Charles Scribner's Sons, 1927), pp. 231, 246.

[2] Ibid., p. 244.

[3] Laurence Vail Coleman, Manual for Small Museums (New York: G. P. Putnam's Sons, 1927), p. 10.

[4] Alma S. Wittlin, The Museum: Its History and Its Tasks in Education (London: Routledge and Kegan Paul, Ltd., 1949), p. 222.

While not all museum spokesmen have defined the educational role of the museum in terms of a continuing education institution, some museum spokesmen, in direct support of the present thesis, have expressed the conviction that the museum should be an instrument for community continuing education.

Ramsey (1938) declared that museums should be instruments for no other type of education but lifelong continuing education.[4] Rea (1932) visualized museums as "potentially popular universities that may enroll the whole population almost literally from the cradle to the grave."[1] Smithsonian museum and education conference participants (1968) expressed the feeling that museums have "underutilized" educational offerings "for all generations."[2] The Belmont Report (1969) categorized museum education as beginning at the preschool level and continuing beyond the doctoral level.[3] Wittlin (1970) believed that the museum, as a community resource, might provide new ways of learning "at a time when continuing lifelong education is becoming a necessity."[4] Ripley envisioned museum education as providing "new ways of teaching and learning, and an introduction to processes of lifelong education, now a priority for everyone."[5] Although he excluded non-adults, Adam (1939) stated that "continuous education for adults" constituted the true realm for museum education.[6]

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[1] Alma S. Wittlin, Museums: In Search of a Usable Future, with a Foreword by D. Ripley (Massachusetts: The MIT Press, 1970), p. 206.

[2] Edgar Richardson, "The Museum and Education," in Museums and Education, ed. Eric Larrabee (Washington, D.C.: Smithsonian Institution Press, 1968), p. 13.

[3] Michael Robbins, ed., America's Museums: The Belmont Report, with a Foreword by E. Leland Webber (Washington, D.C.: The American Association of Museums, 1969), p. vii.

[4] Grace Fisher Ramsey, Educational Work in Museums of the United States: Development, Methods and Trends (New York: The H. W. Wilson Comapny, 1938), p. 17.

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[1] Paul Marshall Rea, The Museum and the Community (Pennsylvania: The Science Press, 1932), p. 31.

[2] Eric Larrabee, "Summary of the Proceedings," in Museums and Education, ed. Eric Larrabee, p. 225.

[3] Robbins, ed., The Belmont Report, p. 12.

[4] Wittlin, Museums: In Search, p. 2.

[5] Dillon Ripley, Foreword to Museums: In Search of a Usable Future, by Alma Wittlin, p. xi.

[6] T. R. Adam, The Museum and Popular Culture (New York: American Association for Adult Education, 1939), pp. 169-170.

Although Taylor (1945) believed that each generation must define museum education in terms of its own distinctive social needs,[1] some museum spokesmen are not convinced that "museum education" in fact exists. Adam (1939) questioned the possible existence of "museum education" as an entity apart from common museum educational standards and methodology;[2] The Belmont Report (1969) found that such common standards and methodology continue to be missing.[3] Heslin (1968) expressed skepticism that the museum world has universally accepted education as a primary function.[4] Ripley (1969) expressed the conviction that museums could be educationally important "if only we could understand and use" its educational potential.[5]

The first study of American museum education was undertaken by Rea in a three-part report issued to the United States Commissioner of Education between 1914-1916. His report was based on data gathered from museum visitations and the Bureau of Education statistics for 1913-1915.

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[1] Henry Francis Taylor, Babel's Tower: The Dilemma of the Modern Museum (New York: Columbia University Press, 1945), p. 39.

[2] Adam, The Museum and Popular Culture, p. 166.

[3] Robbins, ed., The Belmont Report, pp. 53, 62-63.

[4] James Heslin, "Does the Museum of History Teach History?" in Museums and Education, ed. Larrabee, p. 156.

[5] Dillon Ripley, The Sacred Grove: Essays on Museums (New York: Simon and Schuster, 1969), p. 13.

Rea stated that the "most distinctively modern" function of the museum was its cooperative educational work with the public schools. He noted, however, that while some museums were successfully involved in education, 75 percent of America's six hundred museums were not involved in educational work. He specifically cited the historical society museums as having "inactive and neglected" educational programs. Rea concluded that the "experimental period" in museum education was closed since museum education had demonstrated its practicality and usefulness. What he advised, therefore, was the "systematic encouragement of its development"; he was certain that the educational work of museums would become a permanent museum function.[1]

It is significant to note that the emphasis on museum education for the school-aged population and the neglect of the adult population reported by Rea has been criticized by contemporary spokesmen and reflected in scholarly writings and studies since the late eighteenth century.

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[1] Paul Marshall Rea, "Educational Work of American Museums" in Report of the Commissioner of Education for the Year Ending June 30, 1913, by Department of the Interior, Bureau of Education (Washington, D.C.: Government Printing Office, 1914), 1: 299-300, 305; Paul Marshall Rea, "Educational Work of American Museums" in Report of the Commissioner of Education for the Year Ending June 30, 1914, by Department of the Interior, Bureau of Education (Washington, D.C.: Government Printing Office, 1915), 1: 497-98; and Paul Marshall Rea, "Educational Work of American Museums" in Report of the Commissioner of Education for the Year Ending June 30, 1915, by Department of the Interior, Bureau of Education (Washington, D.C.: Government Printing Office, 1916), 1: 539-40, 554, 557.

Goode (1901), in a paper delivered before the American Historical Association in 1888, criticized the emphasis on education for school children and advocated that museums gear their educational programs toward adults instead. He believed that adult museum education was more essential since the greater amount of one's lifetime is normally spent in adulthood, a period of one's life when there is a greater need for informal education.[1]

In two studies of metropolitan museums for the American Association for Adult Education (1937 and 1939), T. R. Adam evaluated the educational value of museums for adults through museum visitations and "information and opinions" supplied by members of the museum field. He believed that the museum involvement with research and collection had illicit predominance over education. He found that contemporary museums directed educational work toward school groups and were therefore latent rather than active educational facilities for adults. Although he believed that museum education had a vital function in adult education, he felt that museums should fill--not create--demands for adult education.[2]

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[1] George B. Goode, "Museum-History and Museums of History" (Washington: Government Printing Office, 1901; n.p.: Library Resources, Inc., division of Encyclopedia Britannica, LAC 40123, n.d.), p. 72.

[2] T. R. Adam, The Civic Value of Museums (New York: American Association for Adult Education, 1937), pp. v-vi, 88, 100; and Adam, The Museum and Popular Culture, pp. v, vii.

In 1965, Zetterberg, a sociologist, reported to UNESCO on the problems and potentials of museum adult education. The data selected for his study were gathered from an unspecified number of selected museums. He found that most museum programs were formulated for children and museums were labeled as places for children. As a result, he found that adults felt alienated towards museums. He believed that museums could no longer avoid playing a more active role in adult education. He cautioned, however, that adult museum education must not be considered as simply leisure time pleasure-filling, but instructive.[1]

A second study by Rea (1932), on behalf of the Carnegie Corporation, was conducted in 1930 to "appraise the problems and needs of American museums as social institutions." Rea based his findings on his study of more than one hundred museums. He found that although museums had made substantial advances in changing their emphasis from acquisition and preservation to utilization, the public continued to conceive of them as "static warehouse[s]." He pointed out that during the prior twenty-five years, juvenile education had received substantial attention from museums. He therefore advocated that greater attention be paid to adult education. He noted, too, that few educational methods had gained universal utilization. He too, therefore, advocated the refinement and extension of technical museum education methodology.[1]

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[1] Hans L. Zetterberg, Museums and Adult Education, with a Foreword by Hugues De Varine-Bohan (London: Evelyn, Adams and Mackay, 1968), pp. 9-10, 15-16, 19; and H. De Varine-Bohan, Foreword to Museums and Adult Education, by Zetterberg, pp. v-vi.

Criticisms of museum educational methodology similar to Rea's have been voiced by spokesmen during every period of museum reform as delineated by Wittlin (1970): (1) mid-nineteenth century to World War I, (2) between the two world wars, and (3) since 1945.[2]

During the first period of reform, Goode (1901) criticized the nature of the majority of contemporary history museums as simply being "chance accumulations."[3] As a corrective measure, he advocated "efficient educational museums" consisting of a "collection of instructive labels each illustrated by a well-selected specimen."[4] This idea was characteristic of the analytical approach to exhibits during that period of museum education history; it was later criticized by twentieth century reformers.[5]

Dana (1917), in the same spirit as Goode, characterized museums in general as "truly not museums at all" but rather simply "collections." He advocated a "New Museum" as a "Museum Workshop" an "Institute of Visual Instruction" for the common man wherein educators, students, and the general public would be vitally and actively involved in the learning process. He envisioned the museum as an adjunct to formal education not as a competitor to the schools.[1]

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[1] Rea, The Museum and the Community, pp. v, 26, 30-31.

[2] Wittlin, Museums: In Search, p. 121.

[3] Goode, "Museum-History," p. 80. [4] Ibid., p. 72

[5] Wittlin, The Museum: Its History and Its Tasks, p. 143.

During the second period of reform, Wittlin (1949), on the basis of her exhibit experimentation in Cambridge University's Museum of Archeology and Ethnology, from 1942 to 1943, criticized contemporary museum exhibits and advocated improvements in museum education to meet the "public's need for instruction, relaxation, and stimulus."[2]

Taylor (1945) criticized museums for utilizing their educational function of scholarship as a convenient excuse for avoiding their educational function of interpretation. He blamed society in part for relegating museums into a position as "a convenient scrap basket for the rubbish which has accumulated in every rich man's attic . . . [and] also for the preservation of ideas which [society] has been too sentimental to flush down the drain."[3]

During the present period of reform,[4] contemporary spokesmen have also voiced criticism of education methodology and, indeed, the lack of it. In 1966, the Smithsonian Institution sponsored a conference on museums and education in order to improve the superficial nature of museums and education by recommending research and the sharing of information concerning educational programs among museums.[1] During the Smithsonian Conference, Richardson advocated the replacement or supplementation of traditional approaches to child and adult museum education (the school visit and the loan exhibit), with contemporary techniques which utilize current technological advances (such as the film).[2]

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[1] John Cotton Dana, The New Museum (Vermont: The Elm Tree Press, 1917), pp. 19-20, 38.

[2] Wittlin, The Museum: Its History and Its Tasks, p. xiv.

[3] Taylor, Babel's Tower, pp. 22, 32.

[4] Although Wittlin's "Present Period of Reform" (Wittlin, Museums: In Search, p. 121) presumably ended with the publication date (1970), the researcher has extended the reform period to 1974 in classifying research subsequent to 1970 and prior to 1975.

Wittlin (1970) appealed to contemporary museums to concentrate on improving their educational methodology through research; she criticized the assumption that museum visitation necessarily results in learning.[3] Loomis (1974) criticized the lack of scientific understanding of museums as social learning environments.[4] The Belmont Report (1969) indicated in its analysis of history museums that directors of such museums categorized exhibit quality in "hundreds" of their museums as "inferior, unimaginative, and unattractive."[1] Neal (1969) criticized the department-store-like exhibits of American museums "frozen in the suspended animation of display techniques that developed in the late 1770's."[2] In 1966, during the Smithsonian Conference, Heslin expressed belief that it was not really known whether the history museum, in fact, taught history.[3] He therefore advocated research to determine what and if visitors do learn from the history museum.[4]

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[1] Charles Blitzer, Preface to Museums and Education, ed. Larrabee, pp. v-vii.

[2] Richardson, "The Museum and Education," in Museums and Education, ed. Larrabee, pp. 21-22.

[3] Wittlin, Museums: In Search, p. 211.

[4] Ross J. Loomis, "Social Learning Potentials of Museums" (Bethesda, Md.: ERIC Document Reproduction Service, ED 093 787, 1974), p. 12.

Despite Rea's two efforts, the first comprehensive study of the history, methods, and trends of American museum education was not undertaken until 1936 by Ramsey. Her data consisted of personal experiences, written materials, interviews and discussions with directors, educational workers and visits to more than one hundred forty museums from 1936 through 1938.[5]

Ramsey's contribution to the history of American museum education lay in her thesis that American museums had been public-education based since their inception. Like Rea, Ramsey considered the pioneer era in museum education completed. She pointed out what while scientific evaluation of museum education had not been the rule in the early years of the twentieth century, beginnings toward such evaluation had been made in 1923 by the Cleveland Museum of Art. In general, she found that while some museums had kept pace with education trends, others had lingered behind, and still others were developing innovative designs. She, like others cited above, felt that museums were not utilized to their maximum, particularly in the field of adult education. Despite her findings of "definite public indifference to cultural advancements offered by museums," she characterized museums as "definite educational force[s] contributing to the economic and cultural life of their communities."[1]

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[1] Robbins, ed., The Belmont Report, p. 33.

[2] Arminta Neal, Help! for the Small Museum (Colorado: Pruett Publishing Co., 1969), p. 5.

[3] Heslin, "Does the Museum of History Teach History?" in Museums and Education, ed. Larrabee, p. 161.

[4] Ibid., pp. 163-65.

[5] Ramsey, Educational Work in Museums, p. viii.

Another pioneer study of American museums was undertaken by Coleman (1939). Based on his personal visitations to more than two thousand museums, he found that while the "leading" museums were meeting the educational needs of school children, as indicated previously by Rea (1913) and Ramsey (1938), greater educational opportunities should be offered to adults. He particularly advocated the utilization of historic house and outdoor history museums as education vehicles for weekend and summer recreation. Coleman criticized the general quality of history museums, however, and the fact that methodology had not been given sufficient consideration. He also criticized their tendency to ignore the contemporary element in their exhibits.[1]

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[1] Ibid., pp. vii, 106, 217, 232-33, 252.

The representative implications of Coleman's thesis that history museum recreation was equivalent to adult education was vehemently attacked in 1965 by Zetterberg. It was Zetterberg's conviction that adult education existed only when there was planned and purposeful instruction,[2] (a concept which the present research includes as an educational program model in Chapter V).

Coleman's admonition that history museums must incorporate a contemporary element has become an important theme in museum education theory, particularly within the last decade. Museum spokesmen have been calling for greater attention to the "new audiences" of inner city residents as defined in the American Association of Museums' report to the United States Department of Housing and Urban Development (1972).[3]

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[1] Laurence Vail Coleman, The Museum in America: A Critical Study, 3 vols. (Washington, D.C.: The American Association of Museums, 1939), 1:iv, 36-37, 60, 70.

[2] Zetterberg, Museums and Adult Education, p. 16.

[3] The American Association of Museums, Museums: Their New Audience (Washington, D.C.: The American Association of Museums, 1972), pp. 27-28.

Prior to that report, Ripley (1969) advocated that museums stimulate adults to become interested in their surroundings, something he felt formal education had been unable to achieve as evidenced by the general societal apathy he perceived.[1] In this regard, Wittlin (1970) criticized contemporary museums for lacking contemporary relevancy, or, as she termed it, "futurism."[2]

Specifically related to the history museum, Rabinowitz (1973) advocated the utilization of outdoor history museums as experimental settings in which visitors could learn about themselves as societal members. He envisioned such learning taking place by means of role playing activities (e.g., "making a living, living together as a family, deciding how to spend town funds").[3]

Prior to Rabinowitz, other spokesmen in addition to Coleman, advocated the relevancy of history in a contemporary world. Parker (1935) emphasized the need for active history museums which would incorporate their programs into the lives of their communities in order to "enable men of today to experience yesterday and to walk into tomorrow with open eyes."[4] Guthe (1959, 1964) cautioned history museums not to exist in a "civic and social vacuum, out of touch with the daily interests and preoccupations of the communit[ies] they [seek] to serve."[1] Parker (1935), Guthe (1959, 1964) and Coleman (1933) each compiled management manuals for history and/or small museums.[2]

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[1] Ripley, The Sacred Grove, p. 101.

[2] Wittlin, Museums: In Search, p. 208.

[3] Rabinowitz, "Learning in Public Places," pp. 27-28.

[4] Arthur C. Parker, A Manual for History Museums (New York: Columbia University Press, 1935), pp. xv, 7.

Similar in purpose to Rea's (1932) study, Low (1942) conducted a study emphasizing the museum's role as a "social instrument." Low's study was undertaken for the American Association of Museums. He based his conclusions on data gathered from museum visitations and the correlation of "controversial literature on the subject."[3]

Low criticized the scope of museum education and blamed museums for not living up to their founders' educational goals.[4] Rabinowitz (1973) reiterated this belief thirty years later when he stated that museums had ignored the continuous declaration of their responsibility toward public education, as well as the constant laments and appeals for new courses for museum education which have filled the literature of museum history.[1]

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[1] Carl E. Guthe, The Management of Small History Museums, 2nd ed., with a Preface by Albert Corey (Tennessee: The American Association for State and Local History, 1959; 1964), p. 56.

[2] Guthe, The Management of Small History Museums; Coleman, Historic House Museums; and Parker, A Manual for History Museums.

[3] Francis H. Taylor, Foreword to The Museum As a Social Instrument, by Theodore Low (New York: The Metropolitan Museum of Art for the American Association of Museums, 1942).

[4] Theodore Low, The Museum As a Social Instrument, with a Foreword by Francis Taylor (New York: The Metropolitan Museum of Art for The American Association of Museums, 1942), p. 7.

Low also criticized museums for concentrating on adapting obsolete educational procedures instead of developing innovative ones. He blamed the museum's preoccupation with scholarship and collections for the inadequacy of the museum in the field of popular education. While acknowledging the advances which museums had made in education, he characterized those advancements as solely minimal. He criticized the museum for applying a disparate amount of energy and time to the intellectually and economically privileged out of fear of attracting the "wrong kind of people" to the museum. He emphasized that the museum must serve the educational needs of all people, not isolated groups. He blamed the museum for the negative attitude which he believed most people held toward the museum; he criticized the museum for passively waiting for an audience rather than actively cultivating one. Like many other spokesmen, he felt that the museum's neglect of the adult population (and he specified the male population in particular) was inexcusable; he emphasized that in the future the concentration of museum education must be placed on adult education.[1]

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[1] Rabinowitz, "Learning in Public Place," p. 3.

Since Low's study in 1942, there have been five major studies undertaken (three qualitative and two quantitative) which clearly relate to the present research regarding museum educational programs.

The earliest of these studies, a quantitative study relating to museum attendance, distribution, collection, staff, programs and activities, was conducted by the Office of Education of the United States Department of Health, Education, and Welfare (1969). The Office was assisted by the American Association of Museums and the Smithsonian Institution. Research findings were presented by Rogers. The findings were based on data collected during 1966-67 from 2,754 American museums. The study was particularly important as a pioneer statistical museum study in that it represented "the first time [that] an extensive study of museum and related institution in the United States attempted to base its data on those operations which met certain minimal criteria" for inclusion into the study.[2]

Apart from its inherent importance, selected data collected in the study have particular relevancy to the discussion of contemporary history museum programs and activities within the present case study. In this regard, the data showed that:

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[1] Low, The Museum As a Social Instrument, pp. 7-9, 12, 24, 29, 33-34, 36.

[2] Lola Eriksen Rogers, Museums and Related Institutions: A Basic Program Survey (Washington, D.C.: Government Printing Office, 1969), pp. 1, 110.

1. Nearly 90 percent of the museums surveyed reported having some type of educational-recreational-cultural program.

2. Most of the museums surveyed (63 percent) had programs oriented toward all age groups; whereas, others (21 percent) had programs primarily for either adults (12 percent) or youth (9 percent).

3. In addition to having programs oriented toward general groups, 20 percent of the museums reported having programs for special groups such as the pre-schooler, "golden ager," exceptional child, and the disadvantaged.

4. More than two-thirds of the museums surveyed indicated the existence of educational cooperative efforts with formal educational institutions on the elementary, secondary, and college levels.

5. More than 50 percent of the museums surveyed indicated having undertaken "some form of publication, the most common being annotated catalogs of collections, followed by formal annual reports."

6. The most frequently sponsored educational activities were guided tours organized for school groups, followed by general audience gallery talks and guided tours, and special school group presentations.

7. More than 20 percent of the museums surveyed indicated an involvement in research activities, some of which were directed

toward museological studies (e.g., exhibit research, visitor surveys).[1]

Regarding museological research, it is interesting to note, as Rabinowitz pointed out, that museum research in the way of museum educational program evaluation " . . . has been sporadic and usually impressionistic."[2] It is significant to note in terms of the studies presented within the present review of the literature, that none of the studies which quantitatively or qualitatively described recent museum educational programs (i.e., AAM (1968), Rogers (1969), Bay (1973), and NEA (1974)) attempted to evaluate the educational effectiveness of the programs.

As Bay (1973) illustrated, however, museums have occasionally sought to "formally" evaluate their programs "with the aid of outside observers and/or professionally-designed procedures." The "Minority History Lessons," a cooperative Colorado State Museum-Denver Public School System program begun in 1965, was evaluated in 1968, for instance, by the Denver Schools involved in the program. The program, which consisted of classroom and museum lessons, closed circuit television programming, and inter-ethnic school exchanges, was part of a Title III

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[1] Ibid., pp. 77, 111-112.

[2] Richard Rabinowitz, "The Pedagogue's Panoplist: An Irregular Review of Heuristic Happenings at the Horace Mann Space Center, Museum Education Department, Old Sturbridge Village" (Bethesda, Md.: ERIC Document Reproduction Service, ED 083 088, 1973), p. 11.

Program entitled "Improving Attitudes, Cultural Understandings, and the Opportunity for Achievement." The written test administered to fifth grade students showed that "students who had taken part in museum lessons knew considerably more about Colorado minority history than students who had not taken part and that the lessons were the program's single most effective means of imparting information."[1]

Loomis (1974) pointed out, that for most museum education program activities, evaluation took place in the form of visitor surveys. Loomis categorized such surveys topically into the following groups: "(1) Demographic and Attendance Measures, (2) Access and Decision to Visit Topics, (3) The Museum as a Social Institution, (4) Exhibit Evaluation Measures, (5) General Services and Management Topics, and (6) Educational Services Measures."[2]

Loomis, like others (i.e., Wittlin (1970), Rabinowitz (1973), Heslin (1968)), advocated the utilization of experimental research to evaluate museum learning, little of which he and others (i.e., Bay (1973), Wittlin (1970), Heslin (1968)) claimed had been done in the field to date.[1]

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[1] Ann Bay, Museum Programs for Young People: Case Studies (Bethesda, Md.: ERIC Document Reproduction Service, ED 090 116, 1973), pp. 117-78, 265.

[2] Ross J. Loomis, "Please! Not Another Visitor Survey," Museum News 52 (October 1973): 20, 22-23.

The Office of Education's statistical study of museums, conducted in 1966-67, was complemented by a descriptive analysis of museums undertaken by the American Association of Museums (AAM) which was conducted within a close time proximity in 1967-68.

The Federal Council on the Arts and Humanities commissioned the AAM to report on the state, needs, and functions of American museums. The Belmont Report, as the study is popularly known, was published in 1969. The study was based on data gathered from questionnaires and museum visitations of selected museums. The findings were subjected to scrutiny and discussion by selected museum directors and non-museum people prior to the drafting of the final report. The report pointed out that American museums had experienced significant increased visitations over a thirty-year period and that museums had broadened their educational programs and activities in response to increased educational demands placed on them as public learning institutions.[2]

It is particularly noteworthy that increased museum attendance has not been restricted to large metropolitan museums. Smaller city, town and rural area museums have experienced significant visitation increases; in many cases museum attendance figures have equalled, exceeded, or more than doubled the respective native populations in such museum locations. The report foresaw such increased educational demands continuing "indefinitely." The report emphasized that while museums considered the awakening of interest rather than the transmission of information as their primary educational responsibility, for "uncounted thousands of individuals, museums make possible--often for the first time--the enjoyment of learning.[1]

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[1] Ibid., 20-21, 26; Wittlin, Museums: In Search, p. 211; Rabinowitz, "The Pedagogue's Panoplist," pp. 11-12; Heslin, "Does the Museum of History Teach History?" pp. 162, 164-65; and Bay, Museum Programs for Young People, p. 265.

[2] E. Leland Webber, Foreword to The Belmont Report, ed. Michael Robbins, pp. xvii-xviii.

The report cited a recent development in the evolution of American museum education: many museums had become "community centers" for a broad range of community cultural and educational activities, a development which Wittlin (1970) characterized as constituting the recent acquisition of museum "peripheral functions."[2]

Particularly relevant to the present study of the local historical museum was the Report's statement that "[measured] by attendance, or budget, or exhibit area, the overwhelming majority of American museums are small." The report indicated, moreover, that the characterization of most museums as "small" "is a measurement of size, not of value." The report emphasized that while local museums were of incalculable value to their communities, there were serious deficiencies from which "most" small museums suffer: (1) inadequate budgets, (2) understaffings, (3) untrained staffs, and (4) inadequate buildings. The report characterized budgetary problems as the primary cause for the other deficiencies. As a result of the problems under which small museums function, the report stated that they were "unable to perform [their] functions properly or meet minimum standards."[1]

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[1] Robbins, ed., The Belmont Report, pp. 2-4, 16-17, 23.

[2] Ibid., p. 4; and Wittlin, Museums: In Search, pp. 1-2.

Regarding small history museums, in particular, the report cited Corey's statement that:

> Too many small history museums still belie the name of museum. Many are little more than depositories of historical objects. Their collections are not adequately catalogued or are not catalogued at all. Their methods of preservation do credit to attic storehouses. Their exhibits are little more than organized confusion. Too often they are proud to own relics that are meaningful only to them and a small body of associates. Articles are exhibited because of their sentimental value to the few or to donors, not because they illumine the human process of the past.[2]

The report concluded, however, that "[b]ehind this severe indictment is the conviction that small history museums have a great potential that in too many cases has not been realized.[3]

A descriptive study by Lindemer (1969), which involved an examination of the way in which 105 selected community resources were utilized by 282 elementary school teachers, indicated one potential of the small history museum. The data showed that community resources, including local historical museums, can be utilized to enrich the elementary social studies curriculum. Lindemer described the services of historical institutions, such as historical societies and historical museums, for the enrichment of the elementary social studies curriculum in terms of field trips, loans, history clubs, library services, lectures, exhibits, audio-visual presentations, printed materials, conventions, and fairs for students, and publications, conferences, and library services for teachers. He found that the various services of the societies and museums resulted in students "learning facts, developing generalizations, and reinforcing appreciations," as well as, initiating or enriching art and language expression activities.[1]

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[1] Robbins, ed., The Belmont Report, pp. 34-35.

[2] Albert Corey, Preface to The Management of Small History Museums by Carl Guthe, cited by Robbins, ed., The Belmont Report, p. 35.

[3] Robbins, ed., The Belmont Report, p. 35.

With particular relevancy to the continuing educational program model which will be offered in the present study, Lindemer determined that the educational value of historical societies and museums would be enhanced if:

1. elementary school students were provided with museum lectures adapted to their grade level, printed materials such as maps and fact sheets for utilization after the visit, opportunities to actively participate in the visit, inexpensive souvenirs (which they would

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[1] George Lindemer, "Contributions of Selected Community Resources in New Jersey to the Elementary Social Studies Curriculum" (Ph.D. dissertation, Fordham University, 1969), pp. 89, 95-99.

purchase), and ample visiting time;

2. elementary teachers were provided with conferences, seminars, increased library facilities, and printed materials for use in relation to class visitation;

3. historical society and museum personnel worked more closely with the state junior historical society and teachers, provided additional student fairs and conventions, school loans, and school speakers, increased their full-time staff, exchanged services and materials with other historical institutions, and used mass communication more effectively to inform teachers of their services.[1]

Apart from its relevancy to the examination of the potential utilization of history museums for enriching the elementary curriculum, Lindemer's study is especially noteworthy in terms of the present case study of the Van Riper-Hopper House Museum since the selected community resources chosen for his study were limited to those located in New Jersey and included the Wayne Township Historical Commission. The presentation of Lindemer's data provided no insights specifically related to the Van Riper-Hopper House Museum, however. Lindemer referred to the Wayne Historical Commission and noted that it participated in local history orientation for new faculty, sought "additional authentic furnishings for the museum" and delivered slide lectures for elementary classes.[1] (Specific information about the Commission is discussed in Chapter III.)

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[1] Ibid., pp. 99, 100-103.

A more recent qualitative study provided the only available comprehensive analysis of contemporary American museum educational programs for youth. Bay (1973), in a project sponsored by the Smithsonian Institution, analyzed museum humanities programs for youth based on a study of twenty-four American museums. The data utilized in the study were collected primarily through museum visitations conducted during 1972. The museums selected to participate in the study were recommended for inclusion by the American Association of Museums Regional Conference representatives and presidents and other people knowledgeable in the field.[2]

Bay determined that:

1. Contemporary humanities programs for youth included formal museum programs for school children (primarily for those students in the intermediate level, grades four through six) and informal programs offered when school was not in session;

2. Students at the intermediate levels were considered a "good age" for museum education in terms of their being "old enough to grasp abstract concepts and not to tire easily, and young enough to

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[1] Ibid., pp. 36, 59, 62, 68, 75.

[2] Bay, Museum Programs for Young People, p. vii.

take part in group discussion and activity without a self-consciousness frequently demonstrated by older students";

3. Although all the museums welcomed teenage participation in regular formal programs, "only a few [went] beyond that";

4. School loans ("panel exhibits, module exhibits, slide sets, films, collections of objects displayed in cases provided by the borrower, and kits of tactile materials") were in "great demand";

5. When formal cooperation existed with schools, it took place in the form of "consultations with principals, individual teachers, and curriculum planners; the study of curriculum outlines; and special training for teachers";

6. Museums tried to reach teachers through publications (brochures, etc.) and workshops in order to "familiarize" and to "train" teachers (and student teachers) regarding museum resources;

7. Despite the fact that there is strong opposition among some museums to the utilization of volunteer docents, some museum education programs would collapse without them;

8. Some museums contain "well-designed teaching exhibit rooms" which provided "comfortable, quiet places" to work with the students; included in some of the exhibit rooms were audio-visual equipment, seating arrangements, and exhibits.[1]

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[1] Ibid., pp. 231, 236, 249, 252, 259, 263-64.

Finally, the most recent quantitative study of contemporary American museums was conducted by the National Research Center, Inc. for the National Endowment for the Arts (NEA, 1974); findings were reported to the National Council on the Arts which had commissioned the study. The results of the study focused on 1,821 selected museums, which, like those surveyed in the Office of Education study (1969), met predetermined criterion for inclusion into the study. The data were gathered from interviews with a representative sample of 728 selected museums. The data were collected during fiscal year 1971-72; the initial results of the study were reported to the Council in 1973 and the complete results were published in 1974.[1]

The Endowment believed that the results of the study were valid as a representation of all American museums even thought the small museums had been "selected out" of the study since it was believed that inclusion of small museums would have changed the results "little, if at all . . . "[2]

Although the data showed that since 1966, 51 percent of the museums sampled had increased their educational programs, whereas only one percent had decreased such activities, the report stated that the museums' significant potential as a community resource were not fully utilized.[1]

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[1] National Endowment for the Arts, Museums USA (Washington, D.C.: U.S. Government Printing Office, 1974), pp. 1, 4, 6-7.

[2] Ibid., p. 4.

Like the earlier Office of Education study (1969) whose "basic program study" for museums it had utilized, the NEA study indicated that the two most popular museum program activities were (1) guided school tours and gallery talks, and (2) gallery talks and guided tours for general groups. Unlike the earlier study, however, the NEA study showed that special programs for adults, rather than "school presentations" ranked third in frequency.[2]

The rank and percentages for other program activities as delineated in the study and sponsored by both "all museums" and "history museums" surveyed in the study are shown in Table 1 and are referred to in the discussion of contemporary American history program activities which follows.

History Museum Educational Program Activities

The following cumulative overview of contemporary history museum educational program activities is based on an analysis of educational program activities sponsored by more than twenty American

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[1] Ibid., pp. 37, 41.

[2] Ibid., pp. 37-39.

TABLE I

NATIONAL ENDOWMENT FOR THE ARTS' (1974) FINDINGS REGARDING THE FREQUENCY OF CULTURAL AND EDUCATIONAL ACTIVITIES IN AMERICAN MUSEUMS IN GENERAL AND HISTORY MUSEUMS IN PARTICULAR

	All Museums		History Museums	
	(Rank)	%	(Rank)	%
Guided tours, special lectures, and/or demonstrations at museum for school classes	(1)	93	(1)	94
Guided tours and gallery talks for general groups	(2)	83	(2)	83
Lectures, classes, clubs and study group for adults	(3)	69	(3)	54
Classes, clubs, study groups for children not in school groups	(4)	62	(4)	49
Presentations at schools	(5)	56	(4)	49
Organized school loan service of special materials and collections	(6)	36	(6)	27
Film series prepared by the museum	(7)	30	(7)	19
TV programs produced by the museum	(8)	23	(9)	14
Radio programs produced by the museum	(8)	23	(8)	17
Performing arts presentations prepared by the museum	(10)	18	(10)	10

SOURCE: National Endowment for the Arts, Museums USA (Washington, D.C.: U.S. Government Printing Office, 1974): 38-39, Figure 24.

museums[1] (either history museums or the history divisions of other museums) from 1972 through 1975. The specific program activities on which the overview is based were discerned from descriptive research studies and from museum publications and reports.

Although program activities vary and a standard definition of "museum educational program activities" is lacking, contemporary history museums (and the history divisions of other museums) have offered the following program activities based on the National Endowment for the Arts' categorization shown in Table 1.

In-museum demonstrations, special tours, and/or guided tours for school classes (i.e., regular classes, handicapped, and/or headstart classes) consisted of single or repeat visitation program activities including: (1) research sessions in which students utilized written or tangible museum resources in connection with school studies; (2) lecture-demonstrations and/or special historic day celebrations in which students (sometimes costumed and using historic pseudonyms) participated in historic activities; (3) general or thematic tours in which standard museum guided tours were often adapted to meet particular student class needs; (4) student workshops in which students were instructed in the utilization and acquisition of history-oriented skills and techniques; (5) live-in experiences in which students resided in the museum overnight and performed appropriate historic chores and activities; (6) structured student classes in which museum personnel instructed the students in subjects of state and local history; and (7) early childhood museum orientation programs in which youngsters were introduced to the museum experience.[1]

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[1] Specific museums utilized in the program analysis were Braintree Historical Society Museum (Mass.), Colorado State Museum, Colonial Williamsburg (Va.), Cooperstown Museum (N.Y.), Du Sable Museum of African-American History (Ill.), Fort Worth Museum of Science and History (Tex.), Hagley Museum (Del.), Hudson River Museum (N.Y.), Minnesota Historical Society Museum, Museum of the City of New York, Mystic Seaport (Conn.), New Jersey Historical Society Museum, Oakland Museum (Calif.), Old Economy (Pa.), Old Sturbridge Village (Mass.), Ohio Historical Center Museum, Stovall Museum of Science and History (University of Oklahoma), University Museum (University of Pa.), Smithsonian Institution Museum of History and Technology (Washington, D.C.), South Street Seaport Museum (N.Y.), Stockade Committee, Inc. Museum (N.Y.), and Valentine Museum (Va.).

In-museum gallery talks and guided tours for general groups, which were designed to explain permanent or changing exhibits (both contemporary and non-contemporary), were often augmented by (1) pre-tour orientation programs including film presentations and (2) "talking dioramas," electronic maps, working models, touch or manipulative exhibits, demonstrations and other activities designed to enable visitors to participate more fully in the gallery talks and guided tours. In addition, some history museums arranged local history walking tours beyond the confines of the museum and brought exhibits outside the museum walls to the public through traveling exhibits and history-mobiles.[1]

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[1] Bay, Museum Programs for Young People, pp. 32-33, 39, 44-47, 65, 81-85, 101, 135, 142, 144-45, 151, 161, 167-72, 178-238; Patricia Black, Live-In at Old Economy (Pennsylvania: The Harmonie Associates, Inc., 1972), pp. 27, 40-42; Jo Josephson, ed., Annual Manual 75: Index of Education Programs in New York City's Museums, Zoos, and Botanical Gardens (New York: Museums Collaborative Education Forum, 1975), pp. 65, 85, 102; Department of Educational Programs, "A Journey to Williamsburg: September 1974 to June 1975," (n.p.:n.d.), p. 8; [Hagley Museum], "The Hagley Museum School Tours," (Delaware: n.p., [1974]). (Mimeographed.); Eleanor McGuire King, Curator, Valentine Museum, Richmond, Virginia, 11 July 1975, personal letter; Holly Sidford, "Stepping into History," Museum News 53 (November 1974):34; [Smithsonian Institution], "National Museum of History and Technology," "Museums on the Mall" (Washington, D.C.: Government Printing Office, 1973); and [Valentine Museum], "Have Museum Will Travel," (Virginia: n.p., [1974]).

Adult classes, lectures and study groups consisted of single or repeat visitation program activities for both special (i.e., teachers, college students, retired persons, etc.) or general adult groups including: (1) year-round, school year, and/or summertime workshops, training programs, orientation lectures and tours, pre- and post-visitation tours and in-service, non-credit, and/or graduate credit classes for teachers and/or student teachers; (2) graduate and/or undergraduate credit courses and internships in museum work for college students; (3) adult continuing education, rehabilitation, vocational training, and/or special interest classes in history areas; (4) docent training programs for adults, in general, or for college students and retired persons to act as paid or volunteer museum aides or tour guides.[1]

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[1] Bay, Museum Programs for Young People, pp. 80-81, 137-38; Department of Educational Programs, "A Journey to Williamsburg," p. 3; Peter W. Cook, "The Craft of Demonstration," Museum News 53 (November 1974):11, 14-15; L. Thomas Frye, "Contemporary Collecting," Museum News 53 (November 1974): 24-25; Josephson, ed. Annual Manual 75, p. 33; and Henry H. Reed, "A Primer on Walking Tours," Museum News 53 (November 1974): 21, 23.

Voluntary clubs, study groups and classes for school children consisted of series or special activities during the school year and/or summer for general and special school children (i.e., head-start, handicapped, academically talented, etc.) including such activities as (1) student workshops in audio-visual production, crafts, and/or technology instruction; (2) junior historical societies in which youngsters participated in research, exhibit construction, and the development of oral history and other special projects; (3) student internships, work scholarships, and/or training programs in which students were prepared to assist as either paid or voluntary museum aides, tour guides, or worshop instructors; (4) student archaeological programs in which students received practical training and field experience in archaeological techniques; (5) films, story hours, symposia, field trips, and/or courses in history-related student interest topics; and (6) student contests, awards, and/or fairs in which students received recognition for historical achievements.[1]

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[1] Bay, Museum Programs for Young People, pp. 56-57, 59-60, 89, 91-92, 137, 143-44, 176, 179, 264; Department of Educational Programs, "A Journey to Williamsburg," p. 2; Josephson, ed. Annual Manual 75, pp. 35, 67-68, 87, 102-103, 136; Rabinowitz, "The Pedagogue's Panoplist," pp. 13-16; James L. Swauger, "Is There Life After Retirement?" Museum News 52 (November 1973): 33; and [Valentine Museum], "Have Museum Will Travel."

In-school presentations and organized loans enabled museum personnel and/or resources to be brought into the schools to supplement curriculum, prepare students for museum visitations, and/or follow-up student museum visitations. In-school presentations by museum personnel included (1) illustrated school assembly programs; (2) classroom lectures incorporating the utilization of exhibits, written materials, group activities, and audio-visual aids; and (3) student visitation of historymobile exhibits. In-school organized loans consisted of (1) primary materials for student utilization, including manuscripts, artifacts, and photographs; (2) teacher reference materials including guides, lesson plans, and scripts; and (3) pre- and/or post-visitation audio-visual materials for classroom use, including records, slides, films, filmstrips, and records.[2]

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[1] Bay, Museum Programs for Young People, pp. 49-51, 87, 154-55, 172, 239-40, 244-48; King, 11 July 1975, personal letter; Josephson, ed. Annual Manual 75, pp. 34-35, 86, 102; Mrs. James Myer, "Profile '75-'76" (New York: Stockade Committee, Inc., 1975), pp. 1-2; and New Jersey Historical Society, Annual Report for the Year 1974 (New Jersey: New Jersey Historical Society, [1975]).

[2] Bay, Museum Programs for Young People, pp. 87-88, 139, 173-74, 249; Department of Educational Programs, "A Journey to Williamsburg," p. 2; [Hagley Museum], "The Hagley Museum School Tours"; King, 11 July 1975, personal letter; Josephson, Annual Manual 75, pp. 33, 36; Rabinowitz, "The Pedagogue's Panoplist," pp. 17-19; [Smithsonian Institution], "National Museum of History and Technology"; and [Valentine Museum], "Have Museum Will Travel."

Museum-prepared or produced film series, radio and/or TV programs and performing arts presentations including (1) the production of state and local history films, the sponsorship of drop-in film programs for children and adults, and/or the participation of museums in the production of special historical films; (2) the regular announcements by museums explaining and advertising special program activities and exhibits and/or the participation in special historical celebrations programming on both radio and television; (3) and the sponsorship and production of performing arts for adults and children including presentations in chamber music and reenactments of historic events.[1]

Summary

As illustrated in the review of the related literature, criticisms of "museum education," a term for which there is no standard definition, have centered around its narrow scope in terms of educational standards, methodology, and audience programming.

Despite the criticisms, however, the literature has clearly shown that museums in general, and small community museums (e.g., the local historical museum) in particular, represent a significant but virtually heretofore untapped educational resource.

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[1] Bay, Museum Programs for Young People, pp. 52-53, 156, 256-57; [Colonial Williamsburg], "Colonial Williamsburg: Films, Filmstrips, Records, Slides on Early American Life" (Virginia: n.p., 1973), pp. 6-7; Josephson, ed., Annual Manual 75, pp. 34, 87; and Alexander Wall, "Report of the President," Many Paths to the Village Common: The 1973-1974 Old Sturbridge Village Annual Report (Massachusetts: Old Sturbridge Village, [1974]).

As a result of its potential as a community educational resource, museum spokesmen have generally advocated that museums assume more active educational roles. In particular, they have characterized the potential educational role and responsibility of the museum in terms of community continuing education.

Recent studies have indicated that increased museum attendance has influenced museums to expand their educational programs by inaugurating and implementing a wider variety of educational program activities for their preschool through senior citizen audiences. Educational programming has been shown to be quite varied. History museum program activities included events such as the "walking tour," "live-in," and simulations.

Chapter III which follows presents an overview of the Van Riper-Hopper House Museum in its community setting, Wayne Township, New Jersey.

CHAPTER III

THE VAN RIPER-HOPPER HOUSE MUSEUM: AN OVERVIEW OF THE MUSEUM AND ITS COMMUNITY SETTING

Introduction

This research is based on the premise that the local historical museum has a positive educational contribution to make to the community which it serves. This premise implies that the researcher must have a clear understanding of the nature of both the museum and its community in order to assign a well-defined community educational role to the museum.

In the present case study of the Van Riper-Hopper House Museum, therefore, a need exists to define the nature of Wayne Township and the nature of the museum as a basis for developing a continuing educational program model for the museum. It is the purpose of this chapter, then, to define both the Wayne Township community and the Van Riper-Hopper House Museum.

The presentation describing the Township and the museum is divided into two major sections. The first section relates to the Township and presents an overview of its location, history, topography, population, land utilization, formal education institutions, and government. Specifically included in the overview of the government is a description of the Parks and Recreation Department and the Historical Commission which are responsible for the maintenance and functioning of the museum. The second section relates to the museum; an overview of its ten year existence is presented, and its physical structure, interior and grounds are described. The chapter concludes with a brief summary and introduction to Chapter IV.

Community Overview

Location

Wayne Township, New Jersey, is a suburban community located within the Greater New York Metropolitan Area. Specifically, the Township is part of the Paterson-Clifton-Passaic Standard Metropolitan Statistical Area of Passaic County and is located approximately twenty miles west of New York City, eighty miles north of Philadelphia and fifteen miles northeast of Newark.

History

First settled 280 years ago, Wayne Township served as a military stronghold for Washington and his army during the American Revolution and was considered an important trading past along the Morris Canal during the nineteenth century. Yet, Wayne Township is a "new" community. Like many modern suburbs today, it is a product of the automotive and the "flight-to-surburbia" age.

Despite its seventeenth through nineteenth century roots, real growth did not begin until the twentieth century when, with the advent of the automobile, New York and New Jersey residents traveled to the Township for summer retreat. The Depression era forced many of the Township's summer residents to abandon their permanent homes outside the Township and reside permanently in summer cottages they had built along the Passaic River. Although the twenties and thirties saw the Township grow and develop somewhat, its most significant period of growth and development took place during the last twenty-five years when its population soared from 11,822 persons in 1950 to 49,141 persons in 1970.[1]

This increase was, in great measure, the result of an influx of workers from New York and surrounding communities who fled the inner cities to reside in the Township. The population growth within the last twenty-five years has been accompanied by the development of housing, commerce and industry within the Township. Wayne Township, today, is a suburban "bedroom" community whose rapid growth and development can be attributed greatly to its prime location along major highways leading from the central labor areas of New York City and Paterson-Clifton-Passaic.

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[1] United States Census data as reported in Wayne Township Industrial Commission, "Municipal Economic Development Profile, Wayne Township, New Jersey 07470" (Wayne Township, 1973), p. 1 (Mimeographed.)

Topography

The Township consists of twenty-four and one-half square miles (approximately two and one-half times the size of the Central Business District of Manhattan)[1] of varied topography which easily supports its population of approximately fifty thousand persons with a density of approximately two thousand persons per square mile.[2] Within its borders are natural and man-made lakes, steep terrain, low-lying swampy areas, valleys and hills. As might be expected, because of its vast size and natural physical characteristics, and in large measure, the development of exclusive man-made lake communities such as Pines, Packanack, and Lions Head Lakes, Wayne developed into many independent neighborhoods. A neighborhood concept is reflected in the fact that its population refers to their residence there, not only in terms of "Wayne Township," but in terms of sectional names such as "Pines Lake," "Packanack Lake," "Lions Head Lake," "Pancake Hollow," "the Valley," "Preakness (Mountain)," "Mountain View," or "Singac (Brook)."

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[1] The Central Business District of Manhattan, comprising 9.3 square miles, extends from the "foot of Central Park south to the Battery" according to Raymond Vernon, Metropolis 1985 (New York: Doubleday & Company, Inc., 1960), pp. 138-39.

[2] Wayne Township Industrial Commission, "Municipal Economic Development Profile," p. 1.

Population

Wayne's population is primarily Caucasian and young. The nonwhite population of 377 persons comprised only .8 percent of the total population in 1970.[1] In 1970, the median age of the Township's citizenry ranged between twenty-four and thirty-five.[2] Assuming equal distribution of the population within that range, the median age was twenty-nine years.

In addition to being young and Caucasian, Wayne's population is comparatively wealthy. The total aggregate income for its 12,303 families and 1,518 unrelated individuals fourteen years old or older was third highest among sixteen Passaic County communities in 1970.[3] The median income for Wayne residents ($15,121) was higher than the median income for either Passaic County residents in general ($10,933) or New Jersey residents in general ($11,845).[4] Only .8 percent of the population (214 families and 228 unrelated individuals over the age of fourteen) had incomes below poverty level in 1970.[1]

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[1] U.S., Department of Commerce, Bureau of the Census, Census Tracts, Paterson-Clifton-Passaic, New Jersey, Standard Metropolitan Statistical Area, 1970 Census of Population and Housing, Table P-1, "General Characteristics of the Population: 1970," pp. P-15-16.

[2] Ibid.

[3] Tri State Regional Planning Commission, "1970 Census of Population and Housing, Fourth Count, Unpublished Statistics for Minor Civil Divisions of Passaic County, New Jersey" (Tri State Regional Planning Commission, 1974), pp. 1, 42. (Mimeographed.)

[4] Wayne Township Industrial Commission, "Wayne Township at a Glance," (Wayne Township, 1974), p. 4. (Mimeographed.)

As might be expected on the basis of their comparative wealth, a substantial number of Wayne adult residents over the age of twenty-five are fairly well educated and hold what could be considered lucrative jobs. The median number of school years completed by Wayne residents over the age of twenty-five was 12.5 in 1970.[2] In addition, approximately 32 percent of the population twenty-five years and older (8,839 individuals from a total of 26,703 individuals) completed at least one year of college.[3] Approximately 20 percent (5,556 individuals from a total of 26,703 individuals) of the population twenty-five years or older completed four or more years of college.[4] Finally, approximately 40 percent of the employed male population fourteen years or older (5,259 males from a total of 12,731) held professional, technical and kindred, or non-farm management and administrative jobs in 1970.[5] Approximately 21 percent of the employed female population fourteen years and older (1,497 females from a total of 7,114 females) also held such jobs in 1970.[1]

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[1] Tri State Regional Planning Commission, "1970 Census of Population and Housing for Passaic County," p. 31.

[2] U.S., Department of Commerce, Bureau of the Census, Census Tracts, Paterson-Clifton-Passaic, 1970 Census of Population and Housing, Table P-2, "Social Characteristics of the Population: 1970," pp. P-31-32.

[3] Tri State Regional Planning Commission, "1970 Census of Population and Housing for Passaic County," pp. 11-12.

[4] Ibid.

[5] Ibid., p. 39.

Land Utilization

Since 1960, Wayne's growth and development has been regulated by a community Master Plan. The plan stipulates a peak population of 78,000 persons based on its land utilization determinants.[2] Such population could certainly be reached by the end of the century.[3] As of July 1972, 80 percent of the Township's planned development had been accomplished.[4] Of the remaining 20 percent, 60 percent of the land has been zoned for residential use, 32 percent for industrial use, and 8 percent for commercial use.[5]

In terms of land utilization, the Township is essentially a one-family dwelling residential community with limited numbers of garden apartments. Specifically, according to the 1970 United States Census Data, there were 13,492 housing units of which 1,664 were garden apartment units.[1] Although almost all of the housing units have been built within the last twenty-five years,[2] the Township is not without impoverished areas. Primarily, the deteriorated housing is contained in the Mountain View Section of the Township. Neighborhood deterioration in the Mountain View area is the combined result of two factors. First, the area is subjected to constant flooding. Second, the housing there is comprised largely of former summer cottages built during the early nineteen hundreds.

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[1] Ibid., p. 38.

[2] Wayne Township Planning Board and [Boorman and Dorram, Inc., Consultants], Summary Master Plan, 1968, Wayne Township, Passaic County, New Jersey (New Jersey: Ballard Printing Co., Inc., 1968), p. 1.

[3] The projected population for 1980 is 65,000; based on the growth which the Township has exhibited since 1950, it is possible that the 78,000 figure would be easily reached by the year 2,000. Wayne Township Industrial Commission, "Wayne at a Glance," p. 1.

[4] Ibid.

[5] Ibid.

Although the Township is principally a residential community, it is not without industry. It houses sixty-one essentially modern manufacturing plants.[3] Included among its industries are such "Blue Chip" industries as American Cyanamid, Mosler Airmatic Systems, Owens-Illinois, Singer General Precision (Kearfott Division), State Farm Insurance Company of America, Union Camp Corporation, and Union Carbide.[4]

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[1] Ibid., p. 4.

[2] Only three percent (3%) of the total number of all-year housing units (3,449 units from a total of 13,407) were built before 1950 according to the 1970 United States Census data. U.S., Department of Commerce, Bureau of the Census, Census Tracts, Paterson-Clifton-Passaic, 1970 Census of Population and Housing, Table H-2, "Structural, Equipment, and Financial Characteristics of Housing Units: 1970," pp. H-31-32.

[3] Wayne Township Industrial Commission, "Industrial Directory, Wayne Township, New Jersey" Wayne Township, 1974. (Mimeographed.)

[4] Ibid.

Commercially, although Wayne has no central downtown shopping district, it has developed neighborhood shopping centers, twelve community shopping centers, and one regional shopping center known as "Willowbrook" which is one of the world's largest enclosed shopping malls.[1]

In addition to the commercial services offered by Wayne's numerous shopping facilities, Wayne residents are served by medical, religious, communication, recreational, and educational facilities located within the Township. In this regard, the Township houses two hospitals, two homes for the aged, twenty-six churches representing sixteen denominations, two synagogues, one daily and one weekly newspaper, cable television, thirty public parks, public and private golf courses, fishing and swimming facilities; also present are clubs and organizations such as the American Legion, V.F.W., Elks, Jaycees, Kiwanis, Optimists, Lions, Rotary, and League of Women Voters for adult residents and PAL, Scouts, and 4-H for its youth, and thirty-six public, private and parochial educational facilities from pre-school to the graduate level.[2]

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[1] Wayne Township Industrial Commission, "Municipal Economic Development Profile," p. 3.

[2] The Price & Lee Company, Price & Lee's Wayne (Passaic County, New Jersey) City Directory, 1974 (Connecticut: The Price & Lee Company, 1974), p. 7; Wayne Township Industrial Commission, "Municipal Economic Development Profile," pp. 3, 7-8.

Formal Education Institutions

Because of their particular importance to this study, the thirty-six educational facilities located within the Township are discussed further. The Wayne Public School System houses eleven elementary schools, three junior high schools and two senior high schools, one multiple handicapped center, special education facilities, and one adult school. There are also four parochial elementary and two parochial high schools (one of which is a preparatory school); one county vocational and technical school; one state college; one extension of a private university; and ten nursery schools (one of which continues to grade three).

The total enrollment in these educational institutions for the 1974-75 school year was approximately 31,740.[1] Of that number, there were approximately 650 pre-schoolers, 8,460 regular elementary school students, 7,140 regular secondary students, 140 special education students, 50 multiple handicapped students, 12,600 graduate and undergraduate students and 2,700 adult school students.[1]

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[1] Interviews with school administrators, De Paul High, Fairleigh Dickinson Extension, Holy Cross Elementary, Humpty Dumpty Nursery, Immaculate Heart of Mary Elementary, Leader Day Nursery, Mountain View Nursery, Neumann Preparatory, Our Lady of Consolation Elementary, Our Lady of the Valley Elementary, Packanack Cooperative Nursery, Passaic County Vocational and Technical High, Pines Lake Nursery, Temple Beth Tikvah Nursery, Temple Emanuel Nursery, Wayne Country Day, Wayne Montessori, Wayne Public, William Paterson College, and YMCA Nursery Schools, Wayne Township, New Jersey, 22-24, 26-28 January 1975.

The total number of faculty who taught in all the educational institutions located in Wayne during the 1974-75 school year was approximately 1,500.[2] In addition, there were approximately 130 administrators who were responsible for the various centers of learning during that school year.[3] Of the total student enrollment, faculty, and administration who participated in the public, private and parochial school education in Wayne Township during 1974-75, the Wayne School System accounted for approximately 45 percent (14,184) of the total student enrollment; 60 percent (914) of the total faculty and 52 percent (67) of the total administration.[4] The Wayne Board of Education, responsible for the Wayne Public Schools, consists of nine elected members each of whom serve three-year terms; three Board members are elected each year.

Government

The Township, named after Anthony Wayne, an American Revolutionary War general, became a political entity in 1847 when it separated from Manchester Township. In 1962, it adopted its present form of government: the mayor/council form of government (Plan F, Faulkner Act, Strong Mayor/Strong Council). In 1974, the municipal government

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[1] Ibid. [2] Ibid. [3] Ibid. [4] Ibid.

(mayor, council, nine departments and nineteen committees, commissions, and boards) consisted of approximately two hundred elected or appointed community leaders.[1] The mayor, the chief administrative and executive officer, is elected for a four-year term. The council is the legislative branch of the government and consists of nine elected members who serve four-year terms; three councilmen are elected at-large and six are elected, one from each of the six wards. The mayor appoints the heads of the departments and the members of the committees, commissions, and boards with the consent of the council. One of the departments, the Department of Parks and Recreation, and one of the commissions, the Historical Commission, assume responsibility for maintenance of the museum.

Parks and Recreation Department

The Parks and Recreation Department sponsors many athletic, cultural and recreational activities. Among the special holiday programs which the department sponsors is an annual Christmas Tree Lighting Ceremony held at the Van Riper-Hopper House Museum in cooperation with the Historical Commission. The department also utilizes two Township recreational buildings and an outdoor cultural center to conduct such year round cultural and recreational activities as ceramics classes for children, adults and senior citizens; and theatre groups and field trips for families.

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[1] Wayne Township, Annual Report, 1973 [and] Proposed Budget for 1974, by Newton E. Miller, Mayor (Wayne Township, 1974), pp. 8-9.

Historical Commission

The Historical Commission, which cooperates with the Department of Parks and Recreation in the maintenance of the museum, consists of thirteen members who are named by the mayor for one-year terms. In addition to the thirteen regular members, there are also honorary members of the Commission. The Commission began as an outgrowth of the 1947 centennial celebration which formally established "Wayne Township" as a separate political entity from Manchester Township. It was "charged with the responsibility of promoting interest in history, especially in the history of [Wayne Township]."[1] To fulfill its responsibility, the Commission organized into seven committees. The Museum Committee functions most closely with the museum. It is responsible for "collecting, cataloguing, cleaning, repairing, and storage [sic] of historical objects; for the correct historic interpretation of the exhibits; for the care and upkeep of the museum quarters."[2] In addition, the Commission is expected to promote Wayne history through other activities.

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[1] [Wayne Township Historical Commission], "Wayne Township Historical Commission [By-Laws]" (Wayne Township, 1972), p. 1. (Mimeographed.)

[2] Ibid., pp. 2-3.

The Commissioners have brought a variety of backgrounds to the museum. In 1975, for instance, the Commission included middle through senior citizen aged residents of both sexes who represented:

1. a wide range of years of residency in at least five different sections of the Township (from comparative newcomers of under five years' residency to those who had resided in the Township over fifty years);

2. a wide range of years of service on the Commission (from those who are served under five years to those who had been among the early Commissioners);

3. a broad spectrum of educational backgrounds, including those with earned degrees, and those (in respect to their Commission role) who have continued their education by participating in more than one hundred museum-related conferences and meetings;

4. a far-reaching variety of museum-related occupations, skills, talents, and hobbies including those with expertise in archeology, art, photography, interior design, business, antiques, writing, teaching, and Wayne History.[1]

The Commission has developed a one-hour slide lecture on Wayne History which is available to Wayne students, scouting groups, and private and public organizations.[1] The Commission also sponsors lectures on topics of historic interest to Wayne residents. In 1974, for example, the Commission sponsored a seven-part adult lecture-discussion series: "History in Action."

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[1] Data collected as part of museum assessment (Chapter IV); see Appendix A for survey instrument utilized in obtaining Commission profile information.

In 1972 an archaeological program was initiated by one of the Commissioners. As a result of local archaeological digs, which have involved area secondary and college students, the museum reportedly has been assembling "one of the finest collections of Colonial pottery in the area."[2] Since 1975 an archaeological laboratory, which is opened for interested viewers on Saturdays, has been housed in one of the museum out buildings.

The Commission has also been active in the area of library resources, research and publications. The Commission maintains the S. Hobart Lockett Collection on New Jersey History in the Wayne Public Library, as well as maintaining the Museum's library collection and files. Through its research efforts, the Commission was directly responsible for placing two historic homes on the National Register of

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[1] In 1970, 1971, and 1972, for instance, the slide lecture was delivered twelve, thirteen and fourteen times respectively according to Wayne Historical Commission, "Annual Report of the Wayne Township Historical Commission," Wayne Township, New Jersey, 1970, 1971, 1972. (Typewritten.)

[2] Beacon, 17 September 1974 in the Wayne Historical Commission, "Publicity Scrapbook, 1974, Wayne Museum and Wayne Historical Commission," Creativity Room, Wayne Museum.

Historic Places and has petitioned to have a third historic house placed on the Register. In 1965, the Commission published a book related to Wayne's participation in the American Revolution. In 1972, it published a memorial booklet in celebration of the Township's one hundred twenty-fifth anniversary. During that same year, it published a history of the Van Riper-Hopper House Museum which was written by one of its members. In 1974, it reprinted the article, "The George Washington My Great-Grandfather Knew," by Albert Payson Terhune and published a historic coloring book of Wayne. In addition to their own publications, the Commission aids adult and student groups publish historic materials about Wayne.

The Commission participates in special civic and historic programs within the Township. Presently, activities for the Bicentennial are underway. Wayne Township was designated a "Bicentennial Community" in 1972, when its application and program plans were approved by the American Revolutional Bicentennial Committee, Washington, D.C. One of the Commission members serves as Bicentennial Chairperson for the Township.

During the last decade and since the beginning of the present decade, the Commission fought successfully to preserve two historic homes. The first of these, the Van Riper-Hopper House, is, of course, the museum under examination. The second, the 1706 Van Duyne House, has been moved to the museum property and is being restored as part of a future museum complex in celebration of the American Bicentennial.

Museum Overview

Location and History

The Van Riper-Hopper House Museum is located on 533 Berdan Avenue, adjacent to the Point View Reservoir and Water Fowl Sanctuary in the Lions Head Lake section of Wayne Township.

The House dates back to 1786 when it was built by Uriah Van Riper, a Preakness farmer. The Dutch farmhouse became known as the "Hopper House" in 1872 when Uriah Van Riper's great-granddaughter married Andrew Hopper. The ownership of the house remained in the control of direct descendants for nearly 140 years until the early twentieth century when it was sold to outsiders who retained ownership until 1960. At that time, the Passaic Valley Water Commission purchased the house and grounds (along with other property nearby) to build a holding reservoir. The Wayne Historical Commission petitioned the Township to preserve the old Dutch home for utilization as a Township museum.[1] The Township purchased the home and five acres of property from the Water Commission in 1964. Since then, the house has been owned and operated by the Township under the administration of the Historical

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[1] Wayne Township Historical Commission, Minutes of the meeting of 19 April 1960.

Commission.

The house was officially dedicated as the Wayne Museum[1] on June 6, 1964 before an audience of sixty persons.[2] On August 21, 1972, as a result of efforts by the Historical Commission, the house was placed on the National Register of Historic Places under the name of "Wayne Museum." A plaque on the exterior of the house commemorates its inclusion on the National Register. In 1969, the museum was awarded the Steuben Society's citation for an "outstanding job of restoration and its implication of the past for the future."[3] The museum is included in an annual Township recreation directory and since 1970, has been cited on the Township's official map. Since 1971, visitors have been directed to the museum by road signs posted throughout the Township.

As Wayne's official museum, the house serves as the headquarters for the Historical Commission. As a municipal commission, the Historical Commission receives its annual budget from the Department of Parks and Recreation. The Commission's budget includes allocations for the resident guide's salary, grounds improvement, furniture and furnishings and operating and general museum expenses.[1] In addition to the Township funds, the museum receives income from contributions made by visitors to the museum (there is no admission charge), donations from Wayne organizations, and revenue from fund raising activities.

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[1] There is another historical museum located in the Township, the Dey Mansion. It is not Wayne's local historical museum; however, it is owned and operated by Passaic County.

[2] Paterson Evening News, 1 May 1967 in the Wayne Historical Commission "Publicity Scrapbook," 1963-67.

[3] Passaic Herald News, 30 July 1969 in the Wayne Historical Commission "Publicity Scrapbook," 1968-69.

The museum is open to the public--free of charge--five days a week (Monday, Tuesday, Friday, Saturday, Sunday) from one o'clock to five o'clock in the afternoon. Attendance records[2] are maintained via a guest register which is located in the main hallway. Since the dedication in June 1964, museum registrants have included Wayne residents, residents from other New Jersey communities, out-of-state residents, foreign visitors, and tour groups. In 1973, for example, 4,486 visitations were made to the museum; of these, 1,093 visitations were made by Wayne residents; 2,162 visitations were made by residents representing 170 New Jersey communities excluding Wayne Township; 305 visitations were made by residents representing 19 states excluding New Jersey; 40 visitations were made by foreign visitors representing

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[1] Wayne Township, Annual Report, 1973 [and] Proposed Budget for 1974, p. 13.

[2] The museum attendance records based on the guest register indicate total museum visitations for a given period of time rather than the total number of museum visitors (excluding repeat visits). Although museum visit registration is voluntary, the resident guide encourages every visitor to sign the register upon each visit to the museum as explained in the interview with Donna Grey, Resident Guide, Wayne Museum, Wayne Township, New Jersey, 9 December 1974.

15 foreign countries; an additional 80 visitations were made by individuals who did not identify their place of residency; and 806 visitations were made by 40 youth and adult tour groups and their advisors.[1] Guests are given a tour by the resident guide. (In addition to guiding visitors through the museum, the resident guide is responsible for changing and arranging museum exhibits, keeping attendance records and planning special events.)

The museum and its grounds are also utilized by community groups for any number of special programs and functions. The site is used for fund raising, membership teas, meetings, Christmas parties, brunches, art exhibits, picnics, and as a setting for drama readings.[2] One annual fund raising event co-sponsored by the Historical Commission and a local civic group which benefits the museum is known as the "Strawberry Festival."

Besides hosting events of local organizations, the museum itself has sponsored special programs throughout its ten-year existence. In 1967, for instance, the resident guide presented a program in herb usage and a demonstration in dry flower arranging. In 1974, the museum sponsored an antique lace-making demonstration. Since 1967, the museum has held regularly scheduled tinsel painting classes. As mentioned previously, the museum has been the annual site of the Township's popular and traditional colonial Christmas Tree Lighting Ceremony.

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[1] [Van Riper-Hopper House Museum], 5 January 1973 to 7 April 1973 in "Visitors Register, 8 August 1972 - 7 April 1973"; and 8 April 1973 to 22 December 1973 in "Visitors Register, 8 April 1973 - 12 May 1974," Creativity Room, Wayne Museum, Wayne Township, New Jersey.

[2] Passaic Herald-News, 31 May 1966; Wayne Today, 20 October 1966, 5 October 1967 in Wayne Historical Commission, "Publicity Scrapbook," 1963-67; Paterson News, 1 October 1969; Trends, 22 October 1969 in Wayne Historical Commission, "Publicity Scrapbook," 1968-69; Paterson Evening News, 8 May 1973 in Historical Commission, "Publicity Scrapbook," 1972-73; Paterson News, 24 May 1974 in Historical Commission, "Publicity Scrapbook," 1974.

Physical Structure, Interior and Grounds

The one and one-half story Dutch farmhouse which serves as Wayne's museum was constructed of native grey fieldstone mortared with a mixture of clay, straw and animal hair. It has a gable roof. Some of the rooms exhibit the original wide pine planks. The original open ceiling is supported by hand-hewn beams. There are five lower rooms and four upper rooms in the main section of the house and three rooms in the frame section. The main section constitutes the "museum"; the rooms in the frame section comprise the resident guide's apartment.

The five lower rooms in the museum include a dining room (originally a bedroom and presently utilized as the meeting place of the Historical Commission), a parlor or "keeping" room, a kitchen, and an exhibit room. The exhibit room was restored in 1971; since then the revolving exhibit program has exhibited collections of dolls, toys of yesteryear, antique salt, pepper and sugar shakers, carved birds, seashells, apothecary jars, and displays of Indian artifacts, a midget submarine model and a history of the greater Paterson area.[1]

The four upper rooms in the museum include three bedrooms and a "creativity" room. The bedrooms were the last of the museum rooms to be restored and opened for display. The creativity room houses the research files and library of the Wayne Historical Commission and is used for tinsel painting classes.

The furnishings in the museum are not exclusive to one historical period. They reflect the period between the American Revolution and the Civil War. The furnishings include pieces original to the house or to the original families, pieces purchased by the Historical Commission and pieces donated by organizations and individuals (both resident and non-resident).

Since 1964, the grounds, just as the interior, have undergone continuous restoration and renovation. In 1967, for instance, a local women's garden club, with the assistance of six other local organizations, restored an Early American Orchard. An old-fashioned flower garden was designed and planted in 1967. In 1971, floodlights were installed on the grounds. In 1972, workers from a Federal Senior Citizens' program (Green Thumb Program) constructed an overflow parking area and a tool shed. In 1973, the old fashioned flower garden was redesigned and replanted by a local women's garden club. Most recently, in April 1974, the Township acquired two additional acres of property north of the Museum. In planning for the United States Bicentennial Celebration, the site was used to relocate the 1706 Van Duyne House and the future construction of a crafts barn.

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[1] Passaic Herald-News, 31 May 1972, 26 June 1973, 17 August 1973, 6 December 1973; Paterson News, 26 November 1973; Trends, 6 May 1973 in Historical Commission "Scrapbook," 1972-73; Paterson Evening News, 10 April 1974 in Commission "Scrapbook," 1974.

At present, the Wayne Museum is situated on approximately seven acres and includes the Van Riper-Hopper House Museum, an herb garden, an old fashioned flower garden, an early American orchard, picnic tables, a crafts barn foundation, two bird observatories, an archaeological laboratory and the recently relocated 1706 Van Duyne House.

Summary

Chapter III has described the museum and its community setting. The description has revealed that Wayne Township is a young and growing residential community. Although quite modern, the community's history dates back to colonial and revolutionary America. Efforts are constant to preserve its rich heritage. This was evident when the Township, acting in concert with the Historical Commission, elected to establish the Van Riper-Hopper House as a local historical museum.

Utilizing background data presented in the museum-community description, subsequent chapters establish the extent to which the Van Riper-Hopper House Museum has fulfilled its role as a community educational center in the past and the extent to which it might be expected to do so in the future.

Chapter IV which follows presents the survey findings of the Van Riper-Hopper House museum evaluation. This evaluation forms the basis for the suggested local historical museum education program model presented in Chapter V.

CHAPTER IV

THE VAN RIPER-HOPPER HOUSE MUSEUM: AN EVALUATION OF ITS EFFECTIVENESS, LIMITATIONS, AND POTENTIAL

This chapter presents a descriptive evaluation of the effectiveness, limitations and potential of the Van Riper-Hopper House Museum as a community continuing education institution. The museum evaluation is based on a qualitative analysis of responses to questionnaires designed to ascertain a community critique of the museum. The chapter has been divided into three main sections. The first section describes the data gathering techniques. The second section presents the data. The third section presents a summary analysis of the findings.

The assessment of the museum forms a basis for the development of the continuing education program model presented in Chapter V.

Data Gathering Techniques

Three aspects of the data gathering method are herein delineated; each aspect is treated separately. The first aspect relates to the working sample, the second to the survey instrument, and the third to the data processing and analysis procedures.

Working Sample

The following working sample was chosen to participate in the study as a representative cross-section of the community:

1. Wayne residents: 260 Wayne homeowners and forty garden apartment dwellers were chosen by the regular interval sampling method from the updated (to 31 December 1974) 1973 Wayne Township *Tax Assessors's Field Book* and the 1974 *Wayne Directory* respectively.[1] The sample consisted of a proportionate number of homeowning taxpayers and garden apartment dwellers.

2. Wayne public officials: thirty-three Wayne Township public officials were chosen selectively to include the mayor, parks director, Historical Commissioners, Board of Education members, and councilmen.

3. Wayne educators: twenty-two Wayne Public School administrators were chosen selectively to include the district superintendent, assistant superintendent, elementary and secondary principals, and directors of education. In addition, forty-three Wayne Public School elementary teachers were chosen by the regular interval sampling method from the *Wayne Township Public Schools Personnel Directory, 1974-1975*[2] and

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[1] [Wayne Township Tax Assessor's Office], *The [1973 (updated to 31 December 1974)] Tax Assessor's Field Book*, 4 vols. (Wayne Township, New Jersey, 1974), vol. 1-4; and The Price & Lee Company, *Price & Lee's Wayne Directory*, pp. 8-9, 19, 21, 24, 29, 35, 41, 47-48, 50-51.

[2] [Wayne Township Public Schools], *Wayne Township Public Schools' Personnel Directory, 1974-1975* (n.p.: [1974]), pp. 8-30.

fifty-seven Wayne Public School secondary teachers were chosen selectively to include, with the exception of the writer, all social studies teachers.

4. Wayne youth group leaders: fifty Boy Scout, twenty-five Girl Scout, and twenty-five 4-H Club leaders were chosen by the regular interval sampling method by their respective parent organizations according to directives outlined by the researcher. (Appendix B)

5. Wayne students: one hundred Wayne Public School students who attended grades kindergarten through twelve during the 1974-75 school year were chosen by the regular interval sample method by the Wayne Public School computer director according to directives provided by the researcher. The sample consisted of a proportionate number of elementary, junior high school and senior high school students.

In total, 655 community members were chosen to participate in the evaluation of the Van Riper-Hopper House Museum.

The Survey Instrument

Eight different questionnaires were developed as survey instruments. The questionnaires were designed to provide each representative sample group with a survey instrument particularly suited for their assessement of the museum. Specifically, the questionnaires were addressed to the following groups: (1) adult residents (homeowners and garden apartment dwellers), (2) selected public officials (with the exception of the Parks Director and the Historical Commission) and the school administrators (with the exception of the director of adult education), (3) the Department of Parks and Recreation Director, (4) The Historical Commission, (5) the Director of Adult Education, (6) the elementary and secondary faculty, (7) the youth group leaders, and (8) the students (grades kindergarten through twelve).

The questionnaires used to gather data from the community shared many basic similarities, although there were salient differences as well.

First, all the questionnaires consisted of questions having closed and open statements. Because of the nature of the case study and the researcher's intention to qualitatively analyze the data, all the questions were designed to obtain opinions from the respondents. In order to encourage individual responses, the respondents were given the option of choosing one or more statements in the closed sentences and were offered the opportunity to supply their own statements to each question (even to the basic yes/no type), and were encouraged to make additional comments to each question.

Second, all questionnaires were accompanied by cover letters which introduced the study, assured the respondents of anonymity and confidentiality, and requested support for the study. The cover letters differed in their intellectual/emotional appeal regarding why the respondents should participate in the study, and all the cover letters emphasized that the respondents' cooperation was sought whether or not they had been aware of the museum, visited it, or participated in its activities. (Appendix C)

Third, all questionnaires, with the exception of the one addressed to the public officials and school administrators, included differing face sheet data inquiries.[1] The face sheet data (i.e., sex, age, length of Wayne residence, etc.) were not incorporated for utilization as variables in the qualitative analysis of the data as presented in this chapter. Rather, the face sheet data was incorporated for utilization in formulating possible trends and implications for museum research as discussed in the final chapter.

Lastly, although the questionnaires differed in length, vocabulary, and questions asked of the respondents, all the questions and statements were stated simply and without "hidden meanings" in order to devise the shortest possible questionnaire without sacrificing either completeness or clarity for brevity.

The Data Processing and Analysis Method

All questionnaires utilized in the study were delivered and returned between February 1975 and May 1975. There was one second mailing to the adult residents whose initial response rate was 34 percent. The second mailing took place in May 1975. Copies of the original questionnaire were accompanied by a new cover letter (Appendix C) requesting their participation in the study. The second mailing increased the response rate to exactly 50 percent.

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[1] With the exception of the Historical Commission (located separately in Appendix A), tabulated face sheet data is located on the first page of each questionnaire located in Appendix D.

In general, there were 393 returns (60 percent) from the 655 community members surveyed through the eight questionnaires.[1] Specifically, 150 adult residents (50 percent) responded to the Adult Resident's Questionnaire; 95 students (95 percent) responded to the Student's Questionnaire; 30 community public officials and school administrators (75 percent) responded to the Community Public Official's and School Administrator's Questionnaire; 55 youth group leaders (55 percent) responded to the Youth Group Leader's Questionnaire; 8 Historical Commissioners (62 percent) responded to the Historical Commissioner's Questionnaire; the parks director and adult education director responded to their respective questionnaires; and 53 faculty members (53 percent) responded to the Elementary and Secondary Educator's Questionnaire.

Table 2 shows the number of members within each group to whom the questionnaires were sent and the numbers and percents of questionnaires returned.

The questionnaires were subjected to qualitative analysis. The analysis was based on the master sheet tabulation of closed sentence

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[1] Of the 393 returns, only 387 were usable. Six 4-H Club questionnaires were invalid as non-Wayne youth group leaders responded. This happened despite verbal and written directives to the mother organization stipulating that only Wayne leaders be included in their sample. (A sample mother organization letter of instruction is located in Appendix B.)

Table 2

TABULATION OF QUESTIONNAIRE MAILINGS AND RESPONSES

Representative Sample		Responses	
	Total Number Sent	Total Number Received	Total % Received
1. Adult Residents	300	150	50%
Homeowners	260	138	53%
Apartment dwellers	40	12	30%
2. Public Officials and School Administrators	40	30	75%
Mayor	1	1	100%
Councilmen	9	4	44%
Principals	16	15	94%
Superintendent	1	1	100%
Ass't. Superintendent	1	1	100%
Board of Education	9	5	56%
Directors of Elem., Sec., Special Education	3	3	100%
3. Parks Director	1	1	100%
4. Historical Commission	13	8	62%
5. Director of Adult Education	1	1	100%
6. Faculty	100	53	53%
Elementary	43	25	58%
Secondary	57	28	49%
7. Youth Group Leaders	100	55	55%
Girl Scouts and Brownies	25	14	46%
Boy Scouts and Cub Scouts	50	28	56%
4-H Club	25	13	52%
8. Students	100	95	95%
Elementary	44	44	100%
Junior High	23	23	100%
Senior High	33	28	85%
9. Totals	655	393	60%

responses and the abbreviation and classificaton of open-sentence responses for each question and each questionnaire. (Appendix D)

The Data

The survey findings are herein described initially in terms of the questions and responses related to each survey group and subsequently in terms of the assessment of the effectiveness, limitations, and potential of the Van Riper-Hopper House Museum as revealed by the integration and interpretation of the individual community survey group results.

Adult Residents' Survey Findings

One hundred fifty adult residents (138 homeowners and 12 garden apartment dwellers) responded to the Adult Resident's Questionnaire.

The resident questionnaire consisted of eleven questions designed to determine:

1. if they were aware that the museum was their local historical museum, owned and operated by the Township;

2. if they had ever visited the museum, the reasons why they had done so, and why they would or would not be interested in revisiting the museum;

3. if they had never visited the museum, why they had never done so and what factors might interest them in doing so;

4. which, if any, selected resources or activities they had

utilized, observed, or participated in;

5. what importance they would attribute to the museum in relation to themselves and their community-at-large;

6. what suggestions they could offer to improve the museum as an educational facility.

Resident responses to the open and closed questions indicated the following. Nearly seven of every ten respondents indicated an awareness of the museum's role as Wayne's local historical museum. Despite this general awareness, however, only one of every four residents who responded to the survey had ever actually visited the museum. Most of the residents who had visited the museum indicated that they had done so primarily because of a personal interest in history and a desire to learn more about it. Other motivating factors (in descending order of importance) included the belief that their children would benefit from the learning experience, curiosity to visit the museum, the recommendation of the museum by a friend, and the desire for a nearby inexpensive family outing.

Although most of the residents had visited the museum only once, almost all the residents indicated a general willingness to revisit the museum primarily because they felt the museum provided a pleasant and inexpensive family outing experience. Other reasons which the residents indicated for revisiting the museum included (in their descending order of importance) the desire to personally learn from the museum and the belief that the museum experience would foster their children's appreciation of the American heritage.

The two residents who explained their unwillingness to revisit the museum simply saw no reason for a return visit; they stated that they had seen everything they felt the museum had to offer on the first visit.

Overwhelmingly, those residents who had never visited the museum cited the fact that they were not cognizant of its accessibility to them as their primary reason. Other reasons included: the feeling that their children were either too young, too old, or not interested in visiting the museum, inconvenient visiting hours, lack of leisure time to visit it when it was open, a failure to ever think of visiting the museum, or the belief that visiting there would be wasteful and irrelevant.

Almost without exception, those residents who had never visited the museum indicated that they would do so (1) if the museum and its activities were publicized more, (2) if their children requested the visit, (3) if their friends recommended the visit, (4) because their tax dollars supported the museum, and (5) out of curiosity.

Approximately the same number of residents who reported having visited the museum also indicated that they had utilized, observed, or participated in museum activities. The most popular activity in terms of resident observation or participation was the Tree Lighting Ceremony.

A small number of residents indicated that they had seen the slide lecture, and participated in or observed crafts demonstrations, the Strawberry Festival, or other special activities or events.

Although not all the residents were willing to appraise the importance of the museum to themselves and their community, most of the residents who did evaluate the museum did so positively rather than negatively. Positive evaluation of the museum centered around the residents' belief that the museum contributed to the spirit of the community and adult education. Negative evaluation of the museum included the converse feeling that the museum was unimportant in adult education, was basically a non-functioning institution, and finally, that tax dollars allocated to the museum should be more appropriately spent elsewhere in the municipal budget.

In suggesting improvement for the museum, an overwhelming number of respondents indicated that there should be increased museum publicity. Residents expressed their concern for more publicity in terms such as the following:

> To be honest, we do not even know what the museum consists of.
>
> I do not remember ever in 10 yrs [sic] seeing any activities publicized. I don't even know the hours the museum is open. To better advertise, why not send notices home through the children from the schools.
>
> I am completely unfamiliar as to the activities offered by the museum. Is there a mailing list for interested parties?

Other suggestions included the need for: (1) more opportunities for residents to become involved in the museum, (2) more activities and special programs in arts, crafts and local history education, (3) museum expansion, (4) regular school field trips, (5) tour guides, (6) senior citizens to act as host and hostesses, and (7) outdoor summer musical concerts.

School Administrators' and Public Officials' Survey Findings

A total of forty school administrators and public officials responded to four separate questionnaires. Specifically, twenty school administrators and ten public officials responded to the "Public Official's and Educator's Questionnaire," and the Director of Adult Education, the Director of Parks and Recreation, and eight Historical Commissioners responded to their respective questionnaires.

The school administrators' and public officials' questionnaire consisted of three questions designed to determine:

1. how they would assess the museum's importance to the community;

2. how they would evaluate the museum's effectiveness as a community educational resource;

3. which, if any, suggestions they would offer to improve the museum's value as an educational resource.

Responses by the administrators and officials to the open and closed questions indicated the following. The administrators and officials were unanimous in their assessment of the museum's importance to the community; as a group, they felt that the museum was important to the field of adult education and that funds allocated to the museum were being utilized effectively. On the whole, the assessment of the museum's importance was expressed positively in terms of the museum's role in community education--both for the school and non-school aged populations. In addition, administrators and officials emphasized the museum's role in providing a sense of community cohesiveness; the following is a representative comment:

> I feel Wayne is sadly lacking in focal points. It is too much simply a collection of diverse communities. The museum could play a role in bringing the total township together.

Although not all the officials and administrators elected to evaluate the effectiveness of the museum as an educational resource, more than one-half of the respondents who did so evaluated the museum as "Good." An additional one-quarter of the respondents who evaluated the museum indicated their belief that it was "Fair[ly]" effective; and one-fifth thought it was "Excellent." Positive and negative criticisms of the museum included the following: (1) "it has tremendous potential and must be developed," (2) "[u]ntil recently it catered to Women's groups--I look forward to the children now being encouraged to visit," (3) exhibits should be "updated and frequently changed using local and state resources," (4) the museum needs "expanding as time and money allows," and (5) since the museum is "[c]onvenient for field trips [it]

[s]hould be integrated with history and social studies curriculum for all grade levels."

More than one-half of the administrators and officials suggested that there should be: (1) ongoing communication between the museum and the schools, (2) increased museum publicity, (3) museum-Wayne schools cooperation in the development and implementation of museum programs, and (4) inauguration of periodic research efforts to assess and recommend improvement of the museum's role. Other suggestions cited by more than one-fourth of the respondents included the initiation of a traveling exhibits program and the continuation of the Commission's slide lecture program. Individual recommendations included suggestions for (1) the development of a historic village on the museum site, (2) the exhibition of additional "items of local interest," (3) the appointment of a part-time school-museum coordinator, and (4) the provision of free bus service for teachers and students to visit the museum, with such transportation provided by either the Board of Education or "the town."

The Director of Adult Education's questionnaire consisted of three questions designed to determine:

1. whether the adult school had previously offered adult education courses in cooperation with the museum, and how the Director would describe and assess such courses;

2. how the museum could best be utilized by the adult school

and under what special conditions the museum could be so utilized.

The Director's responses to the open and closed questions indicated that although the museum had not been utilized in the past, future adult school courses could be held at the museum since the museum's "resources . . . of historical value" could be utilized and perhaps "tied in with historical occupations."

The Park Director's questionnaire consisted of three questions designed to ascertain:

1. how he would describe his official relationship to the Historical Commission and the museum;

2. if he viewed the museum as a recreational and/or educational community facility;

3. how he would assess the effectiveness, limitations, and potential of the museum;

4. which, if any, suggestions he could make for improving the museum as an educational facility.

The Parks Director, who described his official relationship as "Mayor's liaison to the Historical Commission and responsible for the budget and the building and grounds at the Van Riper-Hopper House Museum," responded to the open and closed questions as follows. He indicated that he regarded the museum as both an educational and recreational facility which continually "proves itself as a worthwhile facility for Wayne residents and nonresidents of all ages." He praised the efforts of the Commission in creating the museum. Finally, he expressed the viewpoint that both the Commission and the museum were in their "embryo stage" and that the future growth of both during the Bicentennial celebration "will set the ture for what future generations will be able to look back on." He offered no specific suggestions.

The Historical Commission's questionnaire consisted of sixteen questions designed to determine:

1. if they regarded the museum as an educational and/or recreational institution;

2. if they believed that the museum had a role in community education;

3. how extensively they felt various sectors of the community utilized the museum;

4. how they would evaluate the adequacy and potential of the museum's program activities in relation to various sectors of the community;

5. how they would assess the adequacy of the museum's visitation schedule and publicity program;

6. how they would assess the adequacy of the municipal government's support of the museum;

7. which, if any, handicaps they believed the museum was operating under;

8. personal philosophies they could offer concerning the role

and importance of the museum, suggestions for improving the museum, or comments concerning the effectiveness, limitations, and potential of the museum.

The Commissioners' responses to the open and closed questions indicated the following. One-half of the Commissioners indicated their belief that the museum was primarily an educational institution; the other half indicated that it was both an educational and a recreational institution. One Commissioner indicated, in addition, that "research" was a primary function.

All the Commissioners indicated that the museum had a role in community education, although there was a diversity of opinion concerning the relative utilization of the museum by various sectors of the community. In general, however, the average ranking of relative utilization by six Commissioners indicated that they believed the Wayne students and educators, followed in order by the Wayne adult residents, Wayne youth, and non-Wayne residents utilized the museum most extensively; they felt the women's clubs utilized the museum least extensively.

One-half of the Commissioners believed that the museum provided an adequate number and variety of programs and activities for adult residents, students and educators, and youth. The other Commissioners (with the exception of one nonrespondent) felt that either there were not an adequate number and variety of programs and activities for any of the groups mentioned or that there were not enough programs specifically for youth.

Regardless of their position regarding the adequacy of the number and variety of programs offered to the various groups, the Commission was unanimous (with the exception of one nonrespondent) in stating that more programs and activities could be offered for all three groups. There were stipulations, however, suggesting that additional programs could not be offered until the construction of a proposed crafts barn and the completion of the Van Duyne House restoration.

All eight Commissioners felt that the museum was open sufficiently to meet the schedules and free time of Wayne adults, students, and teachers. The Commissioners amplified this belief by stating that the resident guide was flexible concerning museum visitation scheduling.

One-half of the Commissioners believed that museum programs were adequately publicized. Other viewpoints stated that publicity was inadequate, that there was always a need for "better" publicity, and that "fresh approaches" to publicity were "always energizing."

Most emphatically, the Commissioners stated that the municipal government of Wayne supported them adequately in their museum-related endeavors.

Four Commissioners listed several handicaps under which the museum was operating: the lack of sufficient meeting space, the absence of trained personnel, and a "[n]arrow outlook as to the function of the museum." One Commissioner who cited a meeting space inadequacy, commented that the problem would be solved with the erection of a crafts barn. The Commissioners agreed that handicaps not applicable to the museum included insufficient exhibit and expansion space, inadequate funding, a non-supportive community, and the inability to compete with large museums for visitors.

All but one of the Commissioners (who took exception to the concept of growth) indicated their belief that the museum had grown at an appropriate rate to accommodate the growing interest in state and local history.

Individual attitudes concerning the role and importance of the museum in community life included the feelings that (1) the museum was an "integral part" of community life, (2) the museum could grow "only when the manpower, finances and materials are adequate enough to be accurately and respectfully presented to the public," (3) to be fully utilized, the museum "should offer programs and special events geared to all age groups," (4) the museum should "take an active role in the educational system and cultural development in the Community," and, (5) the museum should provide a community service by "offering continual exhibition of existing artifacts and obtaining additional artifacts."

Only one Commissioner was willing to offer suggestions for improving the educational value of the museum. The Commissioner stated that "a trained professional curator" was the primary requisite needed for the museum to become a more viable educational resource.

In their final comments concerning the effectiveness, limitations and potential of the museum, three Commissioners felt that: (1) the warmth and appeal of the house to both the young and the old was its strongpoint; (2) there was room for expanding both the physical plant and the museum's programs and activities; and (3) the potential of the museum was, in essence, as "limitless as the ideas of the Commissioners and interested citizens of Wayne."

Elementary and Secondary Educators' Survey Findings

A total of fifty-three faculty members (twenty-five elementary and twenty-eight secondary teachers) responded to the Elementary and Secondary Educators' Questionnaire.

The questionnaire consisted of fourteen questions designed to determine:

1. whether they were aware that the museum was Wayne Township's local historical museum;

2. if they had ever personally visited the museum;

3. whether they had ever conducted field trips to the museum, and if so, how many times;

4. how they had applied the field trip experience to their classroom activities, and if they would recommend the field trip

experience to other teachers;

5. which, if any, selected museum resources they had been aware of, utilized in their classroom, and/or would recommend to other teachers;

6. how they would assess the museum as an educational resource;

7. which, if any, suggestions they would make for improving the educational value of the museum.

Overwhelmingly, the vast majority of the teachers reported that they were aware of the museum's role as Wayne's local historical museum. An almost equal number of teachers indicated having personally visited the museum.

However, despite the fact that almost nine out of every ten teachers reported having been aware of the museum's role and approximately eight out of every ten teachers indicated having personally visited it, only six teachers (slightly more than one out of every ten) revealed that they had ever conducted a field trip to the museum.

The six teachers who had conducted field trips to the museum had done so a total of sixteen times. With the exception of one trip, the field trips were undertaken voluntarily by the teachers. The sixteen trips included eight regular elementary class trips, six secondary history club trips, and two Bicentennial teacher in-service class trips.

The primary reason for having conducted a field trip to the museum as indicated by the responses of the six teachers was the relevancy of the museum exhibits to the subject matter being taught. Other reasons for conducting the field trip included the desire to instill a knowledge of local history in their students, and the practical aspect of the convenience and inexpensiveness involved in visiting a local site.

All six teachers indicated that they would recommend the museum as a field trip site. The teachers indicated that their willingness to recommend the museum was based primarily on the practical consideration that the museum provided a nearby, convenient and inexpensive field trip site. In addition, they considered the museum suitable for providing learning experiences for their students and themselves that were worthwhile, relevant and enjoyable.

All six teachers who conducted field trips to the museum indicated that they had utilized the field trip experiences either to reinforce previously taught material, as five of them had done, or to introduce a new unit, as one of them had done.

Those teachers who indicated reasons for not conducting field trips cited the following factors: (1) such field trips were not required, (2) there was a lack of relevancy between the museum and the social studies curriculum, (3) transportation and other related field trip problems, and (4) the belief that the museum experience would be inappropriate for their grade level. Specifically cited in relation to the last factor were the feelings of elementary teachers that the third grade was the most appropriate grade for the trip in terms of social studies curricula and student age, and the feelings of upper elementary and secondary social studies teachers that their classes were too old to derive benefit from the museum visit. Also cited in relation to the last factor were the feelings expressed by elementary and secondary teachers that the trip would be inappropriate since they believed (or assumed) that parents, youth leaders, or previous teachers had taken the children to the museum.

It is interesting to note that none of the teachers offered negative criticisms of the museum as their reason for never having conducted a field trip there. Further, only one teacher indicated that a general lack of awareness concerning the museum was responsible for never having conducted a field trip there.

Approximately seven out of every ten teachers were aware of one or more of the six selected resources. Almost one-half of the thirty-seven teachers who indicated such an awareness were cognizant of the Historical Commission's slide lecture. The other five resources which the teachers were aware of (in descending order of their awareness), including various special program activities, the herb garden, museum publications, the museum library, and the Point View Reservoir.

Approximately two out of every ten teachers actually utilized one or more of the six selected resources in the preparation or presentation of their lessons, however. More than one-half of those ten teachers who had done so had utilized the slide lecture and the museum publications. The other resources which the teachers had utilized, in descending order, were the various special program activities, the herb garden, the reservoir, and the library.

Six of the ten teachers who had utilized the resources recommended all but one of the resources to other teachers. Although they did not elucidate their reasons, the teachers recommended the slide lecture, the museum publications, the various program activities, the herb garden, and the library for future utilization.

Almost one-third of the teachers did not evaluate the museum and its programs for their value as educational resources for Wayne Township; approximately another one-third assessed it as "Excellent," the remaining one-third assessed it as either "Good" (the vast majority), "Fair," or "Poor."

More specifically, with reference to their presumed degree of familiarity with the museum and its program activities, the teachers who had never visited the museum, with one exception, did not evaluate it; the teachers who conducted field trips there evaluated the museum as either "Excellent," or "Good," and the teachers who had personally visited the museum but had never conducted museum field trips had a range of opinions from "Excellent" to "Poor." (Table 3, Appendix E)

Twenty-eight teachers augmented their evaluations with such representative comments as the following:

As a museum and historical site it is significantly valuable in bridging gaps between the colonial period and present day society.

Able to give Grade 3 study of the colonies some relevancy to the students.

I don't think there is enough going on for students to watch. They get bored listening . . .

Its programs should be brought to the schools . . . We cannot always get transportation (free) [sic] to plan a field trip there.

Wayne schools should be an integral part of their programs.

Finally, concerning teacher suggestions for improving the educational value of the museum, the responses indicated the following. More than one-half of the forty responding teachers recommended (in descending order) that, (1) teachers' guides and learning packets be made available for utilization in conjunction with museum visitations; (2) there be greater publicity of the museum and its resources; (3) classroom colonial crafts demonstrations (e.g., weaving, wool making and block printing) be sponsored by the museum; (4) there be on-going communication between the museum and schools; (5) traveling exhibits relative to colonial life be developed by the museum for classroom and assembly program use; and (6) classroom lectures similar to the Commission's slide lecture and including "slides from the museum itself" and slides depicting "the life and times" of colonial Wayne children be designed by the museum. Other recommendations included increased opportunities for students to participate in such museum sponsored program activities as archaeological digs, in-school museum orientation programs presented by the museum, and the greater flexibility of museum tour guides to speak on a level appropriate to the visiting classes.

Representative additional free suggestions and recommendations made by the teachers included the following:

> . . . a special time for the children of Wayne would be helpful. An opportunity to visit the museum between 9:30 & 11:30 would be desirable. This would eliminate the problems of lunches and meeting dismissal times . . .
>
> There is nothing I can think of which the museum may provide me as an adult outside my role as an educator.
>
> Although my programs in social studies does not include the history of Wayne or New Jersey, I would still like to see a program designed at the elementary level for certain grades to utilize the museum.
>
> A small lecture series given by speakers at the museum for groups of between 10 & 20 [sic] students. I also believe it is important to have longer and more convenient hours for both school and public.

Youth Leaders' Survey Findings

Forty-nine Wayne Township youth group leaders (10 Girl Scout, 4 Brownie, 14 Boy Scout, 14 Cub Scout, and 7 4-H leaders) responded to the Youth Leader's Questionnaire.

The youth leaders' questionnaire consisted of eleven questions which were designed to determine:

1. if they were aware that the museum was Wayne's local historical museum;
2. if they had ever personally visited the museum;
3. if they had ever conducted field trips to the museum with

their youth groups, how many times they had done so, how they had utilized the field trip experience in their programs, and why they would/would not recommend the field trip experience to other youth club leaders;

4. which selected museum program activities or resources they had utilized with their clubs;

5. how they would assess the museum as an educational resource;

6. suggestions they would offer to improve the museum's educational value.

Overwhelmingly, the vast majority of the leaders reported that they were aware of the museum's role as Wayne's local historical museum. Approximately one-half of the leaders indicated that they had personally visited the museum.

Despite the fact that approximately eight out of ten leaders were aware of its role, and five out of every ten leaders had personally visited the museum, less than three out of every ten leaders had ever conducted a field trip to the museum with their youth groups.

The twelve youth leaders who conducted field trips to the museum had done so a total of fourteen times. All the trips were undertaken voluntarily by the leaders. The leaders who conducted field trips represented the Girl Scouts, Cub Scouts and Boy Scouts. None of the Brownie nor 4-H Club leaders who responded to the questionnaire indicated that they had ever conducted a field trip to the museum. (Table 4, Appendix E)

Most of the leaders conducted field trips to the museum primarily in celebration of patriotic holidays. Other reasons given included the appropriateness of the trip for their age group, the convenient location of the museum, and the belief that the museum visitation would provide a worthwhile learning experience for their youth.

Only two of the twelve leaders stated that there had been no carry-over from the museum visit to their regular activities. The leaders who did utilize the field trip in conjunction with their regular meeting program activities did so in relation to special projects and badge requirements. Almost one-half of the leaders reported that they discussed the museum visit with their groups as a follow-up meeting activity.

With two exceptions, the leaders who had conducted field trips to the museum showed a willingness to recommend such field trips to other group leaders.

More than one-third of the leaders cited the belief that there were other museums more worthwhile visiting as their explanation for not conducting field trips to the Van Riper-Hopper House Museum. The Dey Mansion (a county-owned museum, located in Wayne Township) was most frequently mentioned as being "more worthwhile" since it "is better organized to handle groups . . . ;" "has more to offer in terms of historical background and teaching (through guides) [sic] as you tour through . . ." and "because of its association with Washington is more historical . . . ."

Other reasons explaining why the leaders had never conducted field trips to the museum included the fact that leaders were "really just not aware of the museum"; or believed that "it has nothing worthwhile to offer" their groups; the newness of the youth group; the non-field trip orientation of the group; the leader simply never thought of it; the belief that too many club members had been there with other leaders, school classes or relatives; and the lack of time to conduct such a trip.

Approximately eight out of every ten leaders indicated that they had never utilized any of the selected museum resources or program activities with their groups. Approximately one-half of the leaders who indicated having utilized one or more of the four resources or program activities had utilized either or both slide lectures and the Christmas Tree Ceremony. Other resources utilized were the library, museum publications, and crafts lessons.

Approximately one-third of the leaders did not assess the museum as an educational resource for Wayne Township. Another one-third indicated that they "could not judge" the educational value of the museum. The remaining one-third assessed it as either "Excellent" (the vast majority), "Good," "Fair," or "Poor."

With reference to their presumed degree of familiarity with the museum and its program activities, the leaders who had never visited the museum (with two exceptions), either did not assess the museum or indicated that they "could not judge" its value as an educational resource. One-half of the leaders who conducted field trips to the museum judged it "Excellent"; the other half assessed it either "Good," "Fair," "Poor," "Cannot Judge," or did not indicate their assessment. Two-thirds of the leaders who had personally visited the museum, but had never conducted field trips there, evaluated it as "Excellent" or "Good"; the remaining one-third indicated "Cannot Judge" or did not assess the museum. (Table 5, Appendix E)

Nineteen leaders augmented their evaluations of the museum with such representative comments as the following:

> I feel any museum is educational and broadens one's scope, so therefore it is very worthwhile. Being it is a local historical spot, it is that much more meaningful.
>
> For children, it is an excellent opportunity to learn about their heritage right here in their own town--not just something 'read in a book.'
>
> Wayne is a seat of so much history, leaving the [Van Riper-Hopper House Museum] as a central warehouse of our history is a gift to us all.
>
> Gives excellent background material for badge work . . . the museum has proved to be an excellent field trip for these boys (Boy Scouts) and has helped leaders carry out their programs . . .
>
> Children are not really interested in who wore what or slept where--they want to know how things worked. They were mostly interested in the kitchen and fireplaces. The kitchen was so dimly lit they couldn't see and when they asked how the utensils were used, they were ignored.

More than one-half of the thirty-two leaders who offered suggestions for improving the museum suggested: (1) colonial crafts demonstrations, (2) increased museum publicity, and (3) museum-prepared learning packets for pre-, post-, and during-museum visit use. Other suggestions stated a need for slide lectures prepared by the museum for club meetings, on-going communication between the youth groups and the museum, traveling exhibits for meeting utilization, program activities relevant to youth groups, and the inclusion of the youth groups in formulating program activities.

Representative of the free suggestions and comments made by leaders were the following:

> As the Van Duyne House is restored, more room will be available for such crafts as weaving, spinning, quilting, candlemaking and so forth. Development of these activities would add to the museum's value as an educational resource.
>
> We stopped by the museum only by chance. We had no idea what it was or who was connected with it. It needs more publicity.
>
> We have a 4-H Fair each year around August 1st. A booth can be set up to give Wayne residents more information on this subject.
>
> Provide expertise needed for badge program (i.e.) 'My Community, Citizenship' etc. . . . . in areas of citizenship, community awareness, government, etc. the museum could provide useful information and help.
>
> We [4-H] can plant things, help serve refreshments, help set up annual exhibits, help clean up or seed an area of lawn, serve as guides, planting, etc.

Students' Survey Findings

Ninety-five students (44 elementary, 23 junior high school, and

28 senior high school students) responded to the Student's Questionnaire.

The students' questionnaire consisted of sixteen questions which were designed to determine:

1. if they were aware of the existence of the Van Riper-Hopper House Museum;

2. whether they had ever visited the museum, how many times they had done so, who had accompanied them on their visits, whether they had enjoyed their visits, and did they remember the visits;

3. which special museum program activities they had viewed or participated in;

4. if they had ever been assigned research regarding Wayne History, and if used, how valuable the museum library resources had been in their research;

5. suggestions they could offer to improve the museum for the benefit of themselves, their friends and relatives.

Approximately seven out of every ten students indicated an awareness of the existence of the Van Riper-Hopper House Museum. Most of those students who were unaware of its existence were elementary school students.

The same number of students, seven out of every ten, had neither visited the museum or were not sure if they had ever done so.

The twenty-nine students who had visited the museum (6 elementary, 11 junior high school and 12 senior high school students) had done so about seventy-one times. Almost one-half of the total student visits to the museum were made by senior high school students; junior high school students made the majority of the remaining half of the visits. (Table 6, Appendix E)

The students indicated that four out of ten visits were made with their relatives, three out of ten visits were made along with their friends, and the remaining three visits out of every ten were made with their club leaders half of the time and with their teachers or alone the other half of the time.

All but three of the twenty-nine students who had visited the museum indicated that they had enjoyed their visits. Only one student stated specifically that he had not enjoyed the visit, but offered no explanation for not having enjoyed it. One student stated that he could not remember his visit to the museum because he had been too young at the time; he would not state how old he had been, however.

More than one-half of the students who stated that they had enjoyed their museum visit explained their satisfaction in terms of their interest in history and the fact that they felt that they had learned something from their visit. Almost one-half of the students indicated that the museum experience took place in the context of a family outing and that this made their visit enjoyable. Museum relevancy to classroom learning and personal hobbies were also cited as reasons.

More than one-half of the students indicated that they had neither observed nor participated in museum program activities. The most popular museum program activity in terms of student observation/participation was the Tree Lighting Ceremony. Other program activities in which the students participated or observed (in descending order of popularity) included the Strawberry Festival, Memorial Day Parade, special exhibits, Historical Commission slide lecture, and crafts lessons.

None of the twenty-one students who had ever been assigned research on Wayne history had ever utilized the museum library resources. With the exception of four students who gave no reasons for having never used the museum library, the students claimed that they had never done so because they simply chose not to or because they had been unaware of its availability.

The majority of the students wished to know more about the museum and its program activities. Almost one-half of the students said they would welcome an opportunity to assist the museum. Others wished there were more to "do" at the museum, or would enjoy participating and observing more activities like the Tree Lighting Ceremony.

The elementary students' comments related primarily to activities they wished to do at the museum. The students mentioned such specific activities as spinning, cooking, weaving, sewing, model making, painting, carving, old sports, and quilting.

The junior high school students felt a need for (1) more museum publicity ("If friends had not told me about it, I don't think I would ever have known about it," and "I didn't know there was a museum, but if I knew where it was I would go to it"), (2) more student projects and activities ("The museum should fight to become not only well known but extraordinary [sic]. Extra curricular activities should be over flowing . . ."), and (3) a section on plants and animals.

Suggestions from senior high school students included an emphasis on the necessity of greater museum publicity through the media and teachers and the provision of museum program activities which appeal specifically to young people of their age.

Composite Community Survey Findings

Individual community survey group results related to the effectiveness, limitations, and potential of the Van Riper-Hopper House Museum revealed the following:

Museum Effectiveness

The data seems to suggest that the museum is an effective educational resource for Wayne Township for these reasons:

1. It has been utilized as a source of learning by Wayne residents, students, teachers and youth leaders;

2. The majority of the residents and students who visited the

museum characterized their visitations as personally efficacious learning experiences;

3. The majority of the teachers and youth leaders who conducted field trips to the museum characterized the museum field trips as relevant learning experiences which augmented curricular and extracurricular school-aged educational group experiences;

4. In general, residents, students, teachers, and youth leaders who utilized various museum resources and activities (apart from the visitation itself) responded to the educational benefits which they or their groups derived from such resources and activities.

Museum Limitations

Despite evidence of the museum's effectiveness as an educational resource, the data revealed several limitations:

1. More than one-half of the adult residents, teachers, and youth leaders had never personally visited the museum, nor utilized various selected resources or program activities; further, one out of every four of them were not even cognizant that the museum was Wayne's local historical museum. (Table 7, Appendix E)

2. The majority of the teachers and youth leaders had never conducted field trips to the museum with their respective groups. (Table 8, Appendix E)

3. One-half of the teachers and most of the youth leaders who had conducted field trips to the museum, had done so only once. (Table 9, Appendix E)

4. Most of the residents and slightly less than one-half of the students who had visited the museum had done so only once. (Table 10, Appendix E)

5. Despite the beliefs of parents, teachers, and youth leaders that the other two groups had taken their children to the museum, the majority of the students had never visited the museum, observed or participated in its various selected resources or programs; in fact, they were not aware of the museum's existence.

6. Repeatedly, residents, students, teachers, youth leaders, public officials, and school administrators criticized the apparent lack of museum publicity, museum inaccessibility due to its inadequate visiting schedule, and the limited number and quality of museum program activities available for Wayne community members.

7. Numbers of individuals within the various sectors of the community emphatically expressed the sentiments that the museum was either ineffective as a community educational resource, or was irrelevant as a source of learning to them personally or other individuals for whose education they were responsible.

Museum Potential

The data revealed that within limitations, the museum was considered to be a vital, promising community educational resource.

1. Almost without exception, residents and students who visited

the museum, as well as teachers and youth leaders who conducted field trips to the museum, recommended that visitations and field trips be continued in the future.

2. Many community members who had never visited the museum indicated an interest and a willingness to take advantage of the museum in the future.

3. The majority of community members who evaluated the museum assessed it positively as an important vehicle for community education both for their individual learning needs in particular, and for community educational needs in general.

4. In general, those community members most responsible for the museum's operation and expansion (especially the Parks Director and the Historical Commission) supported the concept of continued museum growth as an important educational resource.

5. Repeatedly, community members expressed an interest in participating more fully in the educational opportunities offered by the museum; to that end, they offered numerous suggestions for improving the museum as an educational resource.

Notable among their suggestions were requests to:

1. bring about increased community awareness of the museum through more effective utilization of the media, the schools, and special community events;

2. ensure greater museum accessibility, the expansion of

museum visitation hours, the initiation of special school-aged visitation hours, and the availability of convenient transportation to the museum;

3. increase the number and quality of museum programs through: (a) the appointment of a trained curator, (b) a broadening of the museum administrators' philosophical outlook toward the museum's educational role, (c) the sponsorship of performing arts presentations, (d) encouragement of active museum-community cooperative educational planning and implementation efforts, (e) the inauguration of museum evaluation procedures, (f) the expansion of museum physical facilities, (g) the presentation of more special exhibits and the incorporation of more exhibits of local significance, (h) participation in inter-museum loans, (i) incorporation of a volunteer tour guide program, (j) lectures, demonstrations, guided tours, traveling exhibits, and special interest classes for community members of all ages, (k) the appointment of a school-museum coordinator, (l) the designation of the museum as an annual field trip site for schools, and (m) the development of learning packets, orientation presentations, age-adaptable tour talks, and reference resources for the school-aged population.

Summary

An analysis of the data from the Wayne Township community survey collected during the winter and spring of 1975 indicated that the museum is effective, though limited, as a community educational resource.

Despite its limited effectiveness, however, it is clear that the museum has not achieved its potential as a center for lifelong community learning. This is apparent since most community members have either never utilized the museum as an educational resource, or have done so in the context of a one-time learning experience, rather than as a continuing integral part of their lifelong education.

Although it is presently not utilized to a significant extent as a continuing education resource, and was, in fact, "not set up for programs and activities--only touring an old house," the museum, it would appear, does have unlimited potential in this regard. This potential was expressed by the community, particularly in their suggestions for improving the educational effectiveness of the museum.

There is justification, therefore, for an educational plan designed to improve the museum community. This is discussed in Chapter V.

CHAPTER V

CONTINUING EDUCATION PROGRAM MODEL

This chapter presents a suggested four-part continuing education program model. The model has been designed for museums such as the Van Riper-Hopper House to use in formulating continuing education programs.

The model is presented within the framework of a descriptive overall educational program and includes annotated selected references. Both the "overall program" and the "model" were formulated primarily on the basis of (1) an overview of the Van Riper-Hopper House Museum and its community setting; (2) research findings derived from the Wayne Township community survey of the limitations, effectiveness, and potential of the museum; (3) the review of the related literature concerning local historical museum education. In addition, the researcher's personal experience in this field was utilized in developing the overall program and model.

The Overall Program

The underlying rationale and the pertinent features of the overall program are delineated as follows.

Underlying Rationale

The philosophical basis of the continuing education program model is predicated on the following suppositions:

1. Lifelong continuing education from birth to death is essential if one is to reach the full potential of his/her cognitive, affective, and psychomotor development.

2. The local historical museum can be an important educational resource in providing opportunities for individuals to acquire and develop cognitive, affective and psychomotor skills during their continuing educational development from infancy until death.

3. Based on the individual's need for continuing education and the local historical museum's ability to function as a continuing education resource, the museum should be responsible for providing appropriate activities for the acquisition and development of cognitive, affective, and psychomotor skills for community members of all ages.

In keeping with the above, it is the purpose of the present program model to present an illustrative continuing education program for museum community members based on their continuing educational needs.

Pertinent Features

In order to provide appropriate educational opportunities for the continuing education of its community members, the overall educational program of the local historical museum should incorporate certain basic features related to:

1. program research, development and evaluation
2. facilities, materials, and equipment
3. museum personnel and community volunteers
4. funding
5. publicity

Each feature is discussed separately.

Program Research, Development and Evaluation

In addition to the repeat visitation program model delineated later in this research project, it is incumbent upon the museum to research, develop and evaluate other types of programs. Regardless of the specific types of programs sponsored, however, all programs must undergo constant assessment, revision, and research in terms of carefully defined educational goals and objectives. Such goals and objectives should be in keeping with the educational needs of the intended program audiences. Evaluation procedures should be in keeping with sound educational techniques and procedures, many of which are described in educational journals and museum publications.

Additional programs which the local historical museum may sponsor include:

1. "Single Visitation Programs" which provide opportunities for all museum visitors to experience meaningful learning experiences with the assistance of preorientation presentations such as demonstration-

lecture programs, printed tour materials, a guided tour, manipulative exhibits, and self and museum-program evaluation opportunities;

2. "Special Community Events Programs" which provide opportunities for all age and interest groups to participate in such activities as:

a. Social Heritage Days
b. Local History Research Contests
c. Craft Fairs
d. Historical Working Model Fairs
e. Historical Fashion Shows
f. Historical Tour Meeting Days
g. Historical Picnics
h. Colonial Occupations Days
i. Encampment Days
j. Colonial Cooking Days
k. Colonial Performing and Fine Arts Presentations
l. Local History Photography Essay Contests

3. "Museum-Community Program" in which the museum joins in a cooperative effort with various community groups to design special program activities to meet each group's specific needs. Community participants in such program research, development and evaluation activities might include representatives from (a) local industries, (b) college, elementary, secondary, and nursery schools, (c) scouting

groups, (d) 4-H and other youth clubs, and (e) local adult social, fraternal, and occupational groups.

4. "Extra-Mural Programs" in which the museum extends its resources to the community beyond the confines of the museum building through: (a) traveling exhibits, (b) demonstrations, (c) lectures, (d) local television and radio appearances, (e) history-mobiles, and (f) instructional materials and audio-visual aid kits.

5. "Museum Club Programs" in which the museum offers opportunities from young childhood through late maturity for participation in a continuing voluntary program beyond the formal sessions outlined in the program model. Early and middle childhood youngsters may participate in a "Saturday Museum Activities Club." Adolescents and adults may participate in appropriate branches of the following clubs:

a. "Museum Historical Hobbies and Crafts Club"
b. "Museum Historical Choral and Performing Arts Club"
c. "Museum Craftsmen Appenticeship Club"
d. "Museum Library Assistants' and Researchers' Club"
e. "Museum Storekeepers' Club"
f. "Museum Historical Travelers Club"
g. "Museum Historical Home Arts Club"
h. "Museum Archeology Club"
i. "Museum Work-Study, Internship and Docentry Club"

Facilities, Materials and Equipment

Although local museums are generally small in size, limitations of building facilities and space do not necessarily have to be impediments to the implementation of a comprehensive and active educational program. Despite the fact that additional facilities are always an important asset (elaborate meeting and instructional facilities, extensive crafts areas, demonstration buildings, etc.), the central museum building can suffice for the institution of the educational plan herein delineated. In view of limited space and facilities, then, it is essential that the museum facility be utilized to its fullest potential in terms of time and space. In addition to the physical flexibility which is needed, the programs must be flexible as well. A creative staff must be able to adapt activities, materials, facilities and equipment to fit the budgetary, physical and space limitations within the museum. The staff must be aware of the possibility of augmenting its programs and exhibits through inter-museum loan whenever these possibilities exist or can be instituted.

One important requisite for the museum, regardless of its size limitations, should be a well-utilized library area. Such an area, in the way of files, picture collections, oral history tapes, archive records, and knowledgeable library reference persons, provides an important resource for the museum in fulfilling its responsibility to local history research and preservation. Important extra-mural facilities in conjunction with the museum library area may include the use of facilities located in (a) local schools, public, municipal, and industrial libraries, (b) local newspapers, churches, municipal archives, and (c) local municipal, industrial and business establishments.

Museum Personnel and Community Volunteers

It is essential that local historical museum personnel recognize and be committed to the museum's responsibility in bringing educational opportunities to all members of the community. It should not be necessary, nor expected, however, that museum personnel single-handedly design, evaluate and implement a far-reaching continuing education program.

Qualified volunteers represent a most valuable asset in helping to implement a comprehensive continuing education program. For instance:

1. Citizens with teacher-expertise could serve as competent leaders for the various structured classes and courses held at the museum.

2. Individuals associated with public relations, writers, artists, and other media persons could provide excellent guidance as members of a museum publicity committee.

3. Craftsmen/women such as shoemakers, printers, glassmakers could serve as guest lecturers or demonstrate their crafts on a regular basis.

4. Individuals of all ages having special type hobbies (i.e.,

quilting and other colonial arts) could provide additional craft demonstrations.

5. Local history enthusiasts, descendants of local first families, and librarians could serve the library as excellent research specialists.

6. Seamstresses, painters, carpenters, plumbers, historical restorationists and archaeologists could assist in the maintenance of the museum's facilities.

7. College professors, statistical analysts and other qualified persons could assist as program and research advisors;

8. Pharmacists, lawyers, doctors, surveyors, etc., could serve as guest lecturers and resource persons.

9. College students majoring in the fine arts and home arts could be utilized as tour guides and demonstrators.

In essence, museum personnel should be held responsible to augment their numbers by actively seeking out those persons in the museum community who could contribute their services to the museum.

Funding

In view of the limited budgets experienced by most local museums, it is imperative that any educational program be essentially self-sustaining through clearly defined means of funding:

1. the sponsorship of fund-raising events (i.e., an annual book and historical memorabilia sale);

2. the organization of volunteer fund-raising committees;

3. the creation of a local museum society whose membership dues would help defray the cost of museum programming;

4. the organization of a museum store area in which handmade and manufactured historical memorabilia, pamphlets, books, instructional materials, and crafts goods are sold;

5. the acquisition of grant support from private and governmental sources;

6. the utilization of community volunteer services wherever feasible.

It should be understood, however, that any funding procedures must be executed solely in keeping with the educational goals of the museum. In this way, the museum's status as a non-profit public institution would not be jeopardized.

Publicity

Since it is incumbent upon museum personnel to actively seek and attract visitors and volunteers to utilize and contribute services to the museum, it is incumbent upon the museum to design and promote a continuing, comprehensive and innovative publicity program.

Such a publicity program must combat the sterile image of the museum as a place to be visited "only once" (or perhaps, not at all). The publicity program must help convince the community that there are continuing lifetime opportunities to be gained by visiting the museum on a regular basis.

The museum's publicity program should, in essence, acquaint the community with the museum offerings and motivate them to avail themselves of such offerings.

The museum's publicity program may be effectuated through:

1. notices to newcomers (utilizing information supplied by real estate offices, tax offices, and garden apartment superintendents);

2. public service advertisements supplied by local media (cable television, local radio stations, weekly newspapers, chamber of commerce publications, etc.);

3. mailing notices to former visitors and program participants and volunteers;

4. distribution and display of handmade or printed posters;

5. regular museum personnel and community volunteer appearances at community functions, to present slide lectures, demonstrations, and exhibits (visits could take place at 4-H fairs, National Education Open Houses, PTA meetings, school assemblies, libraries, and fraternal, union public, social and religious group meetings);

6. sponsoring "Bring a Friend to the Museum Day" or a family outing day to local historical places;

7. printing and advertising lists of museum program donors;

8. awarding community service certificates and badges to program volunteers within the context of an "Open House" museum day celebration;

9. sponsoring workshops, one day programs, live-ins, etc., for

youth and adult group leaders and volunteer program leaders;

10. sponsoring a building project to meet increased facility needs (i.e., sponsor an old-fashioned "Barn Raising" in which community artisans, craftsmen and youth enrolled in vocational education courses actually construct a building for the museum);

11. inviting local organizations to use the museum as a meeting and fund raising site;

12. participating in intra-museum cooperative publicity;

13. devising special press releases announcing the museum visitation of invited local, state and foreign dignitaries; and

14. bringing samples of museum exhibits to the community through historymobile visitation of community shopping centers.

Four-Part Program Model

The four-part program model illustrates how local historical museums can provide an integrated continuing education program for community members of all ages based on educational needs.

Specifically, the four-part model presents a selection of prescribed visitation activities for persons in the following age groups: (1) early childhood, (2) middle childhood, (3) adolescence, and (4) adulthood.[1]

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[1] Age delineations are based on Robert Havighurst, Human Development and Education (New York: Longmans, Green and Co., 1953), pp. 9, 22, 25, 257, 268, 277.

Selections from Havighurst's (1953) "Developmental Tasks" have been chosen to illustrate the community members' continuing educational needs on which the program activities are based.

Each part of the model identifies the intended audience, and discusses program goals, activities, objectives, and evaluation procedures.

Since activities described within each program model are suggestive, individual museums may obviously adapt or modify the numbers and types of program activities to suit individual museum community needs and/or museum resources.

The evaluation procedures, which also represent suggestive rather than exhaustive alternatives, reflect the museums' trifold educational function to impart knowledge, provide enjoyment, and allow for growth of appreciation. Unlike typical school curricula, however, the suggested museum program evaluation procedures emphasize enjoyment and appreciation of the museum experience rather than the acquisition of knowledge.

I. Early Childhood Program Model

A. Intended Audience: Groups of ten to fifteen four and five year olds participating in the museum program either voluntarily or through nursery school classes.

B. Program Goals: To provide opportunities for four and five year olds to develop cognitive, psychomotor, and affective skills and to attain the following developmental tasks of early childhood (Havighurst, 1953):

1. "Forming Simple Concepts of Social and Physical Reality"
2. "Learning to Relate Oneself Emotionally to Parents, Siblings, and other People."[1]

C. Program Description: The Early Childhood Program consists of a basic series of six sessions. Each session is devoted to a particular theme. Each session contains suggested introductory, culminating, and follow-up activities. The sessions may be scheduled on weekday afternoons in units of one and one-half hours per day for six consecutive weeks. The suggested follow-up activities may be completed during the scheduled session or in the nursery classroom, at home, or on Saturdays as part of a "Saturday Museum Activities Club."

Although it is hoped that the youngsters would partake in all six sessions, one session does not depend on another for continuity. The six week sessions may be repeated, depending on need, four or more times yearly.

D. Program Objectives: As a result of participating in the introductory, culminating and follow-up activities of the weekly sessions, the youngsters will be exposed to:

1. Information:
    - (a) the age and history of the museum
    - (b) names, functions, and furnishings of typical colonial rooms
    - (c) butter processing method
    - (d) typical colonial family chores
    - (e) colonial food preparation methodology
    - (f) colonial food sources
    - (g) typical colonial dress
    - (h) typical colonial children's toys

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[1] Ibid., p. 16.

(i) one typical colonial holiday celebration

(j) the general differences and similarities of contemporary and colonial housing, food, clothing, family chores, cooking methods, holiday celebrations, and toys.

2. Terminology:

   (a) breeches

   (b) button-spinner

   (c) commons

   (d) doublet

   (e) Dutch oven

   (f) quilting

   (g) sampler

   (h) spider

   (i) trencher

   (j) tricorne hat

   (k) trundle bed

3. Understandings:

   (a) cause and effect

   (b) celebration

   (c) chores

   (d) cloth

   (e) clothing

   (f) community

   (g) family

(h) drab vs. colorful

(i) fashion

(j) furnishings

(k) heavy vs. light

(l) holiday

(m) house

(n) long vs. short

(o) museum

(p) old

(q) replica

(r) responsibility

(s) texture

(t) toy

4. Concepts:

(a) all people need shelter regardless of the kind of dwelling place they inhabit.

(b) each family member has specific shores to do for the good of the whole family.

(c) food acquisition and preparation may differ, but all people must eat.

(d) the same word may have different meanings (i.e., "spider").

(e) clothing may differ in terms of time, sex, age, and occasion, but all people use clothing for protection.

(f) holiday celebrations differ among families and generations but there are often common elements of traditional song, decorations and food.

(g) types of toys differ, but all children enjoy playing.

5. Skills:

   (a) meeting new people courteously

   (b) discriminating between reality and make-believe

   (c) expressing ideas verbally

   (d) listening attentively to speakers

   (e) eye-hand coordination

   (f) gross and fine muscular coordination

   (g) ability to follow oral directions

   (h) ability to role play

   (i) ability to pantomime

   (j) discriminating between things which are now obsolete from those which are still in existence

   (k) taste discrimination

   (l) tactile discrimination among various textures

   (m) visual discrimination, e.g., colors and patterns

   (n) auditory discrimination, e.g., listening to music

   (o) playing group games in a spirit of cooperation

   (p) expressing ideas through an art medium

   (q) remembering what has been experienced through one or more of the senses.

6. Appreciations:

   (a) the importance of food, clothing and shelter

   (b) the Van Riper-Hopper House (or any museum) as a warm community house

(c) the learning opportunities offered by a museum

(d) the importance of doing chores

(e) the necessity for families to work together for the common good

(f) the meaning of belonging to a "family"

(g) the different roles played by family members

(h) the rigorous life of colonial families

(i) the importance of eating good foods

(j) the interdependence of modern man in obtaining food

(k) the resourcefulness of the colonists in the acquisition and preparation of food

(l) the comfort and variety of contemporary clothing

(m) the need for taking proper care of clothing

(n) the use of natural materials

(o) the traditional aspects of patriotic, seasonal and family celebrations

(p) the enjoyment derived from making and playing with homemade toys.

E. Introductory, Culminating and Follow-up Activities:

1. Theme I - "Living in Houses." Acclimates youngsters to the museum environment and "learning hour" program and acquaints them with the concept "house." The former is accomplished through a welcoming party; the latter is accomplished through:

   (a) an introductory group discussion of the youngsters' houses.

   (b) a culminating discussion of the differences and similarities between contemporary and colonial houses based on a directed guided tour of the interior and exterior of the Van Riper-Hopper House (or any other historical museum).

(c) follow-up activities including:

  (1) making paper or clay replicas of colonial furnishings (i.e., braided rug);

  (2) composing a magazine-picture contemporary housing scrapbook; and

  (3) visiting a local housing construction site.

2. Theme II - "Doing Chores." Acquaints youngsters with the concept of family chore responsibility. This is accomplished through:

(a) an introductory discussion of the youngsters' family chores initiated by acting out songs such as "Here We Go 'Round the Mulberry Bush."

(b) a culminating discussion of the differences and similarities between contemporary and colonial family chores based on an examination of "living exhibits" which demonstrate typical chores through role playing.

(c) follow-up activities including:

  (1) making newspaper colonial brooms;

  (2) drawing pictures of themselves doing colonial and contemporary chores; and

  (3) depicting the chores of other members of contemporary and colonial families.

3. Theme III - "Cooking and Eating Foods." Acquaints youngsters with the concept of food preparation and consumption. This is accomplished through:

(a) an introductory discussion of the youngsters' kitchens and the foods they eat.

(b) a culminating discussion of the similarities and differences between colonial and contemporary cooking (cooking methods are demonstrated, utensils are identified and manipulated and colonial foods are sampled).

(c) follow-up activities including:

  (1) making clay colonial and contemporary utensils;

  (2) making a colonial recipe;

  (3) drying fruits;

  (4) compiling a magazine picture scrapbook depicting foods eaten at various meals; and

  (5) reading George Washington's Breakfast and other historical fictions.

4. Theme IV - "Wearing Clothing." Acquaints youngsters with the concept of clothing. This is accomplished through:

  (a) an introductory discussion of the various kinds of clothing worn by the youngsters and their families.

  (b) a culminating discussion of the differences and similarities between contemporary and colonial clothing based on an examination of "living exhibits" of colonial male, female, and children's dress.

  (c) follow-up activities including:

    (1) making colonial garments using newspapers;

    (2) drawing pictures of themselves in contemporary and colonial clothing;

    (3) composing magazine picture scrapbooks depicting cloth scraps; and

    (4) visiting a fabric shop.

5. Theme V - "Playing with Toys." Acquaints the youngsters with the concept of toys. This is accomplished through:

(a) an introductory discussion of the various kinds of toys with which youngsters play.

(b) a culminating discussion of the differences and similarities between contemporary and colonial toys based on an examination and manipulation of toys located in the children's room of the Van Riper-Hopper House and those described in A Garland of Games.

(c) follow-up activities including:

(1) making button-spinners and other colonial toys;

(2) composing magazine picture scrapbooks illustrating colonial toys and games still played by children, and those contemporary toys and games never played by colonial children; and

(3) participating in a "Saturday Museum Activities Club."

6. Theme VI - "Celebrating Holidays." Acquaints the youngsters with the concept of holiday celebrations. This is accomplished through:

(a) an introductory discussion of the ways in which the youngsters and their families celebrate holidays.

(b) a culminating discussion of the differences and similarities between contemporary and colonial holiday celebrations based on the youngsters' participation in simulated traditional colonial holiday celebrations.

(c) follow-up activities including:

(1) making typical colonial holiday decorations;

(2) descriptions of family holiday celebrations; and

(3) role playing typical contemporary celebrations.

F. Program Evaluation Procedures: The degree of success of the Early Childhood Program in meeting the program goals and objectives can be determined by utilizing a variety of evaluation procedures. Some of these might include:

1. recording and analyzing attendance records.

2. testing the youngsters' recall for factual information by

   (a) designing worksheets which require them to match pictures of colonial and contemporary homes, furnishings, clothing, etc..

   (b) devising games which require them to indicate whether statements made about information they have learned is true or false.

   (c) giving youngsters opportunities to express what they have learned through a language or art medium (i.e., having the youngsters "write" a story through oral recitation to the teacher and/or children making a clay model of an aspect of colonial life).

3. designing experimental sessions in which youngsters who have never participated in the program are matched with program participants and simultaneously exposed to the same learning experience (i.e., a guided tour of another local historical museum). Both groups are tested and the results compared.

4. eliciting the participants' feelings regarding the program by creating situations to which youngsters are asked to describe (through verbal or artistic expression) their feelings toward the program.

5. following up on the children's future participation in the museum by:

   (a) keeping files on each child indicating his future participation in museum programs (i.e., early childhood Saturday program, middle childhood, adolescent programs, etc.).

   (b) sending questionnaires to the parents asking them to indicate which program activities their children participated in subsequent to the preschool program and asking them to evaluate the program in retrospect. The retrospective evaluation should include requests for examples of observable changes in their children's cognitive, affective or psychomotor development which they postulate are attributable to the program.

6. recording and analyzing the program leader's observations of the program.

II. Middle Childhood Program Model

A. Intended Audience: Seven to nine year olds brought to the museum by their regular classroom teachers.

B. Program Goals: To provide opportunities for seven to nine year olds to develop cognitive, psychomotor and affective skills relative to attaining the following developmental tasks of middle childhood (Havighurst, 1953):

1. "Learning Physical Skills Necessary for Ordinary Games"
2. "Developing Fundamental Skills in Reading, Writing and Calculating"
3. "Developing Concepts Necessary for Everyday Living"
4. "Developing Attitudes Toward Social Groups and Institutions"[1]

C. Program Description: The Middle Childhood Program consists of a series of six thematic sessions. Each session contains suggested introductory, culminating and follow-up activities. Depending on class abilities, each session may require two and one-half to five hours to complete (which would be one-half to one full school day). It should be noted, however, that suggested follow-up activities may be completed in the classroom, at home, on Saturdays as part of a "Saturday Museum Activities Club," as well as during the thematic sessions.

Although it is hoped that the youngsters will experience all six thematic sessions during the school year, the thematic sessions are self-contained and may be experienced as individual lessons. Therefore, rather than offering the sessions in a prescribed sequence at stated intervals, teachers may request student participation in each of the sessions as the school curricula indicates.

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[1] Ibid., pp. 28, 33-34, 40.

D. Program Objectives: As a result of participating in the introductory, culminating and follow-up activities of the six sessions, the youngsters will be exposed to:

1. Information:

   (a) how their community has grown since the first settlements

   (b) typical colonial children's group games

   (c) typical colonial means of transportation

   (d) typical colonial means of communication

   (e) typical colonial means of education

   (f) typical colonial occupations

   (g) the cloth making and dyeing process

   (h) similarities and differences between colonial and contemporary community settlements, recreation, transportation, communication, education and occupations.

2. Terminology:

   (a) blacksmith

   (b) carding

   (c) Conestoga Wagon

   (d) craftsmen

   (e) dyes

   (f) flax

   (g) hornbook

   (h) loom

   (i) one-room school house

(j) penmanship

(k) post-rider

(l) quoits

(m) sampler

(n) spinning

(o) town crier

(p) wampum

3. Understandings:

(a) division of labor

(b) education

(c) goods and service

(d) hand-made

(e) leisure

(f) local vs. long distance

(g) population

(h) private vs. public

(i) recreation

(j) raw materials

(k) self-sufficiency

(l) settle

(m) settlement

(n) signs vs. symbols

(o) social events

(p) specialization

(q) trails vs. roads

(r) transportation

4. Concepts:

(a) A community grows from "within" and "without."

(b) Means differ, but colonial and contemporary community members enjoy leisure time activities.

(c) Leisure time activities bring community members together.

(d) Transportation connects communities.

(e) Communication is necessary if people are to live together in a community.

(f) Education begins at home and is extended to the school.

(g) Colonial and contemporary occupations differ, but communities offer adult members ways to earn a living.

5. Skills:

(a) reading simple maps

(b) pantomiming

(c) following oral directions

(d) playing group games in a spirit of cooperation

(e) discriminating between signs and symbols

(f) role playing

(g) discriminating between sounds

(h) making a simple chart

(i) making simple historical replicas

(j) recognizing simple elements of change

(k) understanding simple concepts of historical time

(l) helping to organize a special event

(m) distinguishing between reality and play-acting

(n) penmanship

(o) discussing and exchanging ideas

(p) mapping out a route

(q) locating points on a map.

6. Appreciations:

(a) the resourcefulness of early settlers

(b) the contributions of early settlers

(c) the enjoyment gained from group participation

(d) the satisfaction gained from planning programs

(e) the convenience of modern transportation

(f) the adaption of Indian trails into modern roads

(g) the importance of communicating effectively

(h) the variety of local field trip sites

(i) the importance of learning

(j) the value of contemporary schooling

(k) the diversity of colonial occupations

(l) the beauty of homespun articles

(m) the importance of community opportunities for recreation, employment, communication, transportation, education, and settlement.

E. Introductory, Culminating and Follow-up Activities:

1. Theme I - "Settling in our Community." Acquaints youngsters with the concept of community settlement. This is accomplished through:

   (a) an introductory discussion of contemporary community settlement based on an examination of a multicolored dot map illustrating the historical population growth of their community.

   (b) a culminating discussion of the similarities and differences between the contemporary and colonial community based on an illustrated lecture of the history of the community and a tour of the Van Riper-Hopper House (or any other historical museum) illustrating how the early Dutch settlers met their basic needs.

   (c) follow-up activities including:

      1. reenacting the purchase of the Township from the Indians;

      2. making replicas of Indian tom-toms or rattles; and

      3. helping to organize a class heritage day.

2. Theme II - "Recreating in our Community." Acquaints youngsters with the concept of community recreation. This is accomplished through:

   (a) an introductory discussion of contemporary community recreation initiated through an examination of a community map illustrating public and private recreational facilities.

   (b) a culminating discussion of the similarities and differences between contemporary and colonial community recreation and the youngsters' role-playing participation in outdoor colonial group games (e.g., quoits, hooprolling, Virginia Reel).

(c) follow-up activities including:

1. visiting contemporary recreational areas;

2. attending contemporary community special events;

3. listening to colonial fife and drum music; and

4. helping to organize a class recreational event at the museum (e.g., Halloween historical costume hoe down, square dance, or colonial picnic).

3. Theme III - "Traveling in our Community." Acquaints youngsters with the concept of community transportation. This is accomplished through:

(a) an introductory discussion of contemporary means of community travel based on the youngsters' identification of recorded modern transportation sounds.

(b) a culminating discussion of the similarities and differences between contemporary and colonial transportation initiated by the youngsters' listening to a historical fiction account of early travel (i.e., Why Don't You Get a Horse, Sam Adams?) and the youngsters' opportunity to participate in a historic wagon ride to community historic sites.

(c) follow-up activities including:

1. helping map out and sponsor a historical walking tour of their community for their families and friends;

2. making a cardboard model of a Conestoga Wagon, canoe, etc.; and

3. visiting contemporary community transportation facilities (i.e., local bus, truck, railroad terminals, etc.).

4. Theme IV - "Communicating in our Community." Acquaints youngsters with the concept of community communication. This is accomplished through:

   (a) an introductory discussion of the various means of modern communication initiated by the youngsters' acting-out modern means of communication.

   (b) a culminating discussion of the similarities and differences between contemporary and colonial means of communication based on the youngsters' viewing living outdoor exhibits depicting colonial communication (e.g., letter writing, almanac and diary reading, occupational sign making, town crier event announcing, etc.).

   (c) follow-up activities including:

      1. making a quill pen to use in writing a letter or in keeping a diary;

      2. visiting contemporary community communication facilities (e.g., local radio, television, newspaper, telephone and postal offices);

      3. composing a one-page class newspaper; and

      4. viewing audio visual presentations on transportation (e.g., The Post Rider filmstrip).

5. Theme V - "Learning in our Community." Acquaints youngsters with the concept of community education. This is accomplished through:

   (a) an introductory discussion of contemporary community education initiated by an examination of a community map indicating the names and location of local public and private schools.

   (b) a culminating discussion of the similarities and differences between the contemporary and colonial community education based on the youngsters' role playing participation in a one-room schoolhouse educational experience.

   (c) follow-up activities including:

1. crayon "embroidering" an alphabet sampler;

2. composing a colonial alphabet book illustrating various aspects of colonial living;

3. helping plan a demonstration one-room schoolhouse for a school or PTA assembly program; and

4. helping draw a map marking local educational facilities (e.g., library, museum, schools, etc.).

6. Theme VI - "Earning a Living in our Community." Acquaints youngsters with the concept of community occupations. This is accomplished through:

(a) an introductory discussion of contemporary community occupations as initiated by having the children pantomime various community workers and showing slides of various community workers.

(b) a culminating discussion of the similarities and differences between contemporary and colonial occupations based on a discussion of a slide lecture depicting typical colonial occupations and the youngsters' role playing participation in one self-sufficiency aspect of the colonial farming occupation (e.g., cloth making and dyeing).

(c) follow-up activities including:

1. visiting contemporary craftsmen in their community;

2. making a basket and/or cornhusk doll;

3. reading a historical fiction book (i.e, The Spinning Wheel Secret); and

4. making a simple chart depicting the cloth-making process.

F. Program Evaluation Procedures: The degree of success of the Middle Childhood Program in meeting the program goals and objectives can be determined by utilizing a variety of evaluation procedures. Some of these might include:

1. giving the youngsters an opportunity to express what they have learned through an art medium.
2. testing the youngsters' recall of factual information through objective tests and/or puzzles.
3. measuring the youngsters' program success by providing simple self-evaluative check lists.
4. permitting the youngsters to appraise the program through simple museum program rating scales and/or individual and/or group interviews.
5. analyzing the leader's systematic observations of youngsters' behavior patterns.
6. collecting and analyzing the youngsters' work during the museum sessions.
7. providing classroom teachers with follow-up questionnaires to assess program success.
8. following up the youngsters' future participation in museum activities by:
    - (a) keeping files on each child indicating his future participation in museum programs; and
    - (b) sending questionnaires to the parents asking them to indicate which program activities their children participated in and asking them to evaluate the program in retrospect.
9. designing experimental situations in which matched classes who had never participated in the programs are pre- and post-tested along with the experimental museum group and results compared (i.e., learning community history, etc.)

III. Adolescent Program Model

A. Intended Audience: Groups of ten to fifteen fourteen to sixteen year old students doing independent research at the museum.

B. Program Goals: To provide opportunities for fourteen to sixteen year old students to develop cognitive, psychomotor, and affective skills relative to attaining the the following developmental tasks of adolescence (Havighurst, 1953):

1. "Acquiring a Set of Values and an Ethical System as a Guide to Behavior"

2. "Achieving New and More Mature Relations with Age-Mates of Both Sexes"

3. "Developing Intellectual Skills and Concepts Necesary for Civil Competence"[1]

C. Program Description: The Adolescent Program consists of a series of six thematic sessions. Each session contains suggested introductory, culminating and follow-up activities. Each session may require one full school day field trip experience to complete the introductory and culminating experience. In some cases, additional research time may be required on the students' own time to complete the culminating activities. The follow-up activities have been designed for utilization beyond the class museum session; and, as such, are not taken into account when determining allotted session time.

Although it is hoped that the adolescents will experience all six thematic sessions during the school year, the thematic sessions are self-contained and may be experienced as individual lessons. Therefore, rather than offering the sessions in a prescribed sequence at stated intervals, teachers may request student participation in each of the sessions as the school curricula indicates.

D. Program Objectives: As a result of participating in the introductory, culminating and follow-up activities of the six sessions, the youngsters will be exposed to:

1. Information:

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[1] Ibid., pp. 111, 136, 147.

(a) ethnic background of community

(b) historical development of community government

(c) typical colonial means and purposes of education

(d) historical growth of community houses of worship

(e) colonial Dutch religious practices

(f) natural community resources

(g) reasons and necessity for division of labor

(h) typical colonial standard of living

(i) similarities and differences between contemporary and colonial community population, government, religion, divisions of labor, and standard of living.

2. Terminology:

(a) annual report

(b) archaeological dig

(c) census tracts

(d) deeds

(e) delftware

(f) mother country

(g) New England Primer

(h) Sabbath Day

(i) land titles

3. Understandings:

(a) adaptation

(b) artifact

(c) checks and balances

(d) conservation

(e) democracy

(f) education

(g) ethnicity

(h) house of worship

(i) human vs. capital resources

(j) implement

(k) in vs. out migration

(l) migration

(m) municipal government

(n) production

(o) religion

(p) standard of living

(q) technology

(r) volunteerism

(s) wants vs. needs

4. Concepts:

(a) Diversity of ethnic background enriches the community heritage.

(b) Although ethnic backgrounds differ, all community members must act together in the community's best interests.

(c) Although forms of democratic municipal governments vary, communities establish such governments to protect individual and common rights.

(d) Although community education methodology differs in historical time, formal education is the community's institutional means of socializing its youth.

(e) Although religions vary, the institution of religion offers community members an organized way to practice their common religious beliefs.

(f) The natural environment influences but does not determine community economic life.

(g) Intra and extra community interdependence increases as occupations specialize.

(h) Standards of living improve as methods of exchange and production improve.

5. Skills:

(a) discriminating between opinion and fact

(b) inferring and generalizing

(c) participating effectively in group discussion

(d) using problem solving methods effectively

(e) using and interpreting maps correctly

(f) discriminating between primary and secondary sources

(g) knowing where and how to locate information

(h) recognizing historical continuity and change

(i) placing historical events in correct chronological order

(j) using simple economic terms accurately

(k) organizing and initiating school-wide programs

(l) using primary sources

(m) conducting informative interviews

(n) listening attentively to oral presentations

(o) role playing

(p) researching, preserving and recording history through audio-visual and written techniques.

6. Appreciations:

(a) the richness of multi-ethnic community heritage

(b) contributions of various ethnic groups

(c) importance of community service and volunteerism

(d) importance of governmental checks and balances

(e) importance of individual participation in government

(f) the individual right of freedom of religion

(g) resourcefulness of colonists

(h) importance of technological advances

(i) need to utilize natural resources wisely

(j) need for cooperation among community members to satisfy needs and wants

(k) contribution of the archaeologist

(l) importance of accurate historical research.

E. Introductory, Culminating and Follow-up Activities:

1. Theme I - "Identifying Community Population Diversity." Enables adolescents to research the concept of community ethnicity. This is accomplished through:

(a) an introductory discussion of contemporary population ethnicity based on an examination of census data information.

(b) a culminating discussion regarding the growth in the community based on a historic community bus tour, an illustrated Township history lecture and Museum tour, and an examination of early community records and writings to determine early settlement patterns in terms of location and population ethnicity.

(c) follow-up activities including:

1. recording visible evidence of ethnic diversity (i.e., street names, restaurants, national churches, etc.);
2. organizing a school-wide instant museum depicting ethnic heritage;
3. designing temporary, permanent, and/or traveling community ethnic heritage exhibits;
4. filming, recording, and/or picturing significant contemporary and/or prior settlement changes;
5. researching and marking historically significant community sites;
6. organizing a reception and community orientation for recent migrants to the community; and
7. constructing a series of transparency overlays for utilization with topographical maps to illustrate the growth of the community.

2. Theme II - "Identifying Community Government." Enables adolescents to research the concept of community government. This is accomplished through:

(a) an introductory examination of contemporary community government based on a study of annual municipal reports, visitations to municipal governmental facilities, and attendance at municipal meetings.

(b) a culminating comparative examination of the development of local government based on an examination of museum records and files and the adolescents' role playing participation in a colonial community government meeting.

(c) follow-up activities including:

1. researching and comparing early and contemporary municipal laws;

2. videotaping a re-enactment of the town meeting which created the Township;

3. participating in the workings of the Historical Commission through a work-study docentry program of a "Museum Docentry Club";

4. organizing a "Youth Citizenship Day" in which adolescents assume municipal governmental roles for a day;

5. organizing a museum reception and historical orientation program for new citizens; and

6. reading local histories (e.g., Under the Sign of the Eagle).

3. Theme III - "Identifying Community Education." Enables adolescents to research the concept of community education. This is accomplished through:

(a) an introductory discussion of the purposes of contemporary education based on an analysis of its goals and objectives as described in community curricula guides and on interviews with local education administrators.

(b) a culminating comparison of contemporary and colonial community education based on an analysis of typical colonial "texts" (e.g., New England Primer, Wingate's Arithmetic, etc.) and references to early education in community records and writings.

(c) follow-up activities including:

1. helping establish a demonstration one room school house for museum visitors;

2. researching and designing wooden hornbooks and other materials for use in the schoolhouse;

3. designing temporary, permanent, and/or traveling exhibits related to community education; and

4. participating in local history studies through a "Museum Library Assistants' and Researchers' Clubs."

4. Theme IV - "Identifying Community Religions." Enables adolescents to research the concept of community religious diversity. This is accomplished through:

   (a) an introductory discussion of contemporary community religion as discerned from a survey of the number, kind, location, and date of establishment of community houses of worship.

   (b) a culminating discussion of the growth and diversity of community religions based on illustrated lectures of contemporary and early churches presented by church representatives and an examination of church and museum records and writings (particularly excerpts from Labaw).

   (c) follow-up activities including:

      1. making and interpreting colonial grave rubbings in terms of colonial life span, cause of death, popularity of given names, etc.);

      2. researching and compiling a comprehensive community church history;

      3. assembling a pictorial architectural history of community houses of worship;

      4. assembling an oral history of the growth of community houses of worship; and

      5. designing and constructing permanent, temporary and/or traveling community history exhibits.

5. Theme V - "Identifying Community Divisions of Labor." Enables adolescents to research the concept of community economic interdependence. This is accomplished through:

   (a) an introductory discussion of contemporary community divisions of labor based on a survey of contemporary community occupations from census data.

(b) a culminating comparative examination of contemporary and colonial community divisions of labor based on an examination of colonial occupational information gathered from archive records and a live-in experience of colonial farming self-sufficiency at the Van Riper-Hopper House (or any other historical museum).

(c) follow-up activities including:

1. participating in a "Museum Junior Craftsmen Apprenticeship Program," "Museum Junior Achievement Storekeeper Club," and/or a "Museum Historical Hobbies and Crafts Club";

2. designing appropriate storefront signs for twentieth century occupations;

3. inviting community craftsmen to participate in a crafts seminar; and

4. organizing a school-wide historical occupations and crafts fair.

6. Theme VI - "Identifying Community Standards of Living." Enables adolescents to research the standard of living concept. This is accomplished through:

(a) an introductory discussion of community living standards based on an analysis of information yielded from a community bus tour and census data.

(b) a culminating comparison of contemporary and colonial standards of living based on an analysis of goods and services available to colonial community members in terms of their needs and wants (as analyzed from wills and other records, archaeological evidence, an illustrated slide lecture on colonial Dutch culture and a tour of the Van Riper-Hopper House (or any other historical museum)).

(c) follow-up activities including:

1. participating in a "Museum Junior Archaeology Program" and/or "Museum Historical Hobbies and Crafts Club";

2. organizing a school-wide historical fashion show to be held at the museum;

3. spearheading a compaign to encourage local residents to donate photographs, diaries and other visual representations of past and present community lifestyles;

4. preparing a transparency map of the early community to overlay on a contemporary street map for a Wayne History exhibit; and

5. interviewing and recording present and former residents' remembrances of life in the Township as part of an oral history library.

F. Program Evaluation Procedures: The degree of success of the Adolescent Program in meeting the program goals and objectives can be determined by utilizing a variety of evaluation procedures. Some of these might include:

1. permitting the youngsters to appraise the program (e.g., rating scales, questionnaires, individual or group interviews).

2. analyzing leaders systematic observations of the adolescents' group work.

3. collecting and analyzing adolescents' museum research work.

4. providing classroom teachers with follow-up questionnaires to assess program success.

5. following up adolescents' future museum participation by:

    (a) keeping files on each adolescent indicating his future participation in museum programs,

    (b) sending questionnaires to the parents to ascertain which program activities their children participated in and asking them to evaluate the program in retrospect.

6. designing experimental situations in which matched classes who had never participated in the program are pre- and post-tested along with the experimental group and results

compared (i.e., studying community government).

7. analyzing leaders' cumulative annecdotal logs of group work.

8. testing the adolescents' recall of factual information through objective tests.

9. pre- and post-testing adolescents for acquisition of democratic attitudes via values clarification measurements.

10. creating group situations and activities in which democratic attitudes can be observed.

IV. Adult Program Model

A. Intended Audience: Groups of fifteen to twenty members, 18 years and older.

B. Program Goals: To provide opportunities for adults of all ages to develop cognitive, psychomotor, and affective skills relative to attaining the following developmental tasks of adulthood (Havighurst, 1953):

1. Early Adults (18-30 years of age):
    - (a) "Managing a Home"
    - (b) "Taking on Civic Responsibility"
    - (c) "Finding Congenial Social Groups"
    - (d) "Getting Started with an Occupation"
2. Middle Adults (30-55 years of age):
    - (a) "Assisting Teen-age Children to Become Responsible and Happy Adults"
    - (b) "Developing Adult Leisure Time Activities"
    - (c) "Achieving Adult Civic and Social Responsibility"
    - (d) "Adjusting to One's Ageing [sic] Parents"

3. Late Maturity (55-plus years of age):

    (a) "Establishing an Explicit Affiliation with One's Age Group"

    (b) "Meeting Social and Civic Obligations"

    (c) "Adjusting to Retirement and Reduced Income"[1]

C. Program Description: The Adult Program consists of a basic series of six thematic sessions. Each session contains suggested introductory, culminating and follow-up activities. The sessions may be scheduled on one weekday evening in units of three hours per night for six consecutive weeks. The suggested follow-up activities are not designed for utilization within the museum session itself, however, and, as such, need not be counted in the time element.

It should be noted, however, that the first thematic session contains a four-part panel discussion which may be scheduled in units of one and one-half hours on four successive weeknights (i.e., Tuesday through Friday) following the three-hour introductory session (Monday).

Although it is hoped that the adults will attend the six weeks program in toto, the thematic sessions are self-contained and attendance at every session is not required. The six week seminar may be repeated, depending on its popularity, four or more times yearly.

D. Program Objectives: As a result of participating in the introductory, culminating and follow-up activities of the monthly sessions, the adults will be exposed to:

1. Information:

    (a) typical colonial intra-familial relations

    (b) typical colonial neighborliness

    (c) historical development of the community

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[1] Ibid., pp. 262-63, 266, 269, 271, 274, 278-79, 281.

(d) components of municipal government

(e) typical colonial homemaker's role

(f) typical colonial occupations and their contemporary counterparts

(g) typical colonial community adult recreation

(h) availability of community leisure time activities

(i) similarities and differences between colonial and contemporary intra-family relations, neighborliness, homemaking role, occupations and adult recreation.

2. Terminology:

(a) Dutch Colonial Architecture

(b) Dutch stoeps

(c) Gambrel roof

(d) gerontology

(e) kool-sla

(f) minuet

(g) necessary room

(h) nuclear family

(i) raising

(j) reel

(k) spinster

(l) thanatology

(m) trammel

(n) trundle bed

(o) village commons

(p) "warning out"

3. Understandings:

   (a) adult education

   (b) bereavement

   (c) child rearing practices

   (d) continuing education

   (e) division of labor

   (f) ethnicity

   (g) government dynamics

   (h) homemaking

   (i) interdependence

   (j) leisure time activities

   (k) municipal checks and balances

   (l) neighborliness

   (m) roles

   (n) self-actualization

   (o) self-image

   (p) specialization

4. Concepts:

   (a) intra-family relations differ, but families are the basic unit of society.

   (b) community members must learn to cooperate despite neighborhood differences.

   (c) community governmental effectiveness depends on community involvement.

(d) the role of the homemaker reflects technological advances.

(e) types and availability of community occupations reflect technological and socio-economic influences.

(f) leisure time activities offer adults opportunities to continue their education voluntarily.

5. Skills:

(a) discriminating between opinion and fact

(b) recognizing bias

(c) inferring and generalizing

(d) listening objectively

(e) respecting the opinions and rights of others

(f) using the problem solving method effectively

(g) re-evaluating one's opinions

(h) meeting new situations flexibly

(i) recognizing historic continuity and change

(j) using leisure time effectively

(k) examining issues objectively

(l) ability to be sensitive to another's problems.

6. Appreciations:

(a) the importance of the family

(b) the value of neighborliness

(c) the satisfaction of participating in community life

(d) historic sites in the community

(e) privileges and responsibilities of community citizenship

- (f) democratic ideals
- (g) colonial home arts
- (h) importance of female's role as homemaker
- (i) implication of community interdependence and occupational dignity
- (j) the contributions of senior citizens to community life
- (k) the importance of knowing oneself
- (l) intra-community population diversity
- (m) importance of adult continuing education through leisure time activities
- (n) interaction of change and continuity
- (o) significance of adult community roles and responsibilities.

E. Introductory, Culminating and Follow-up Activities:

1. Theme I - "Being an Adult Family Member." Enables adults to examine their intra-familial roles and responsibilities. This is accomplished through:

    (a) an introductory discussion of comparative contemporary and colonial intra-family relations based on a slide lecture presentation concerning colonial husband-wife roles, child rearing practices, attitudes toward aging family members and death and bereavement practices, and a tour of the Van Riper-Hopper House (and any other historical museum) wherein living exhibits act out colonial family roles.

    (b) a culminating in-depth examination of contemporary trends and problems in intra-family relations (i.e., husband-wife, parent-child, aging-dying) based on a series of seminar presentations led by community specialists (i.e., mental health worker, child and adolescent psychologist, gerontologist, and thanatologist).

(c) follow-up activities including:

  1. participating in family live-in experiences at the museum;

  2. organizing museum-sponsored family historical outings;

  3. attending genealogical workshops for tracing family histories; and

  4. making a family history quilt.

2. Theme II - "Being an Adult Neighbor." Enables adults to examine their roles and responsibilities as a community member and neighbor. This is accomplished through:

   (a) an introductory discussion of comparative contemporary and colonial neighborliness based on a slide lecture presentation of neighborliness aspects of colonial community life.

   (b) a culminating in-depth examination of contemporary suburban neighborliness as initiated by an oral interpretation presentation such as "Mending Wall."

   (c) follow-up activities including:

      1. researching and effectuating the solution to a neighborhood problem (i.e., Mt. View flooding);

      2. initiating an actual "barn raising" on the museum property in conjunction with adolescents and community craftsmen;

      3. organizing an adult welcome wagon and museum-community orientation program;

      4. organizing and participating in an instant ethnic day neighborhood museum; and

      5. designing and producing permanent, temporary and/or traveling neighborhood exhibits.

3. Theme III - "Being a Responsible Community Citizen." Enables adults to examine their roles and responsibilities

as community citizens. This is accomplished through:

(a) an introductory discussion of the historical development of Wayne as initiated by a slide presentation of its historic overview, the viewing of a filmed student reenactment of the first town meeting, and the touring of the Van Riper-Hopper House (or any other historical museum) and other local historical sites.

(b) a culminating in-depth examination of contemporary community government initiated by an oral presentation by representative governmental panel members.

(c) follow-up activities including:

1. interviewing local first family descendants for an oral history file;
2. participating in the writing and presentation of local history through a "Museum Historical Choral and Performing Arts Club";
3. participating in museum activities through the Museum; and
4. organizing current events debates for broadcast on local television and radio.

4. Theme IV - "Being an Adult Homemaker." Enables adults to examine the homemaking role. This is accomplished through:

(a) an introductory discussion of the comparative contemporary and colonial homemaking roles as initiated by a role-playing panel discussion by representative colonial male and female community members (i.e., clergyman, housewife, husband and spinster) and a tour of the Van Riper-Hopper House (or any other historical museum) with living exhibits in each room acting out female homemaking chores.

(b) a culminating in-depth examination of the contemporary female homemaking role as initiated by a panel discussion involving male and female protagonists and antagonists concerning the women's rights movement.

(c) follow-up activities including:

1. participating in colonial homemakers' fair;
2. organizing a colonial cuisine contest;
3. participating in crafts classes offered through an "Adult Colonial Home Arts Club" (i.e., quilting, candlemaking, herb using, embroidering, weaving, etc.); and
4. sponsoring a colonial Homemakers' Contest for adolescent girls.

5. Theme V - "Being an Adult Wage Earner." Affords adults the opportunity to broaden their knowledge of career opportunities. This is accomplished through:

(a) an introductory discussion of comparative contemporary and colonial job opportunities based on a role-playing panel discussion of colonial community workers by their contemporary counterparts.

(b) a culminating in-depth examination of contemporary community and state job opportunities by a qualified panel (including a community adult career counselor, a state unemployment officer, a county 4-H agent, and a local chamber of commerce official).

(c) follow-up activities including:

1. touring local occupational centers;
2. organizing and participating in a Historic Careers Day and/or Community Crafts Day;
3. producing a sound film recording community crafts and professions; and
4. participating in a "Museum Adult Craftsmen Apprenticeship Program."

6. Theme VI - "Being an Adult Recreator." Enables adults to examine their roles as adult leisure time users. This is accomplished through:

(a) an introductory comparative examination of contemporary and colonial adult community recreation based on a series of "living exhibits" demonstrating colonial recreation, listening to colonial music, and participating in adult colonial group dances.

(b) a culminating in-depth examination of contemporary community recreational opportunities based on slide lecture presentations by local adult recreation personnel (i.e., Department of Parks and Recreation, private recreational areas, adult school, and community clubs and associations' officials).

(c) follow-up activities including:

1. participating in one or more Museum Adult Clubs ("Historical Choral and Performing Arts," "Historical Travelers'," "Historical Home Arts," "Historical Library Assistants' and Researchers'," "Historical Storekeepers," "Museum Archaeology," and/or "Museum Work-Study, Internship and Docentry" Clubs);

2. designing and producing permanent, temporary and/or traveling adult recreation exhibits; and

3. researching and producing an historical recreation pageant for presentation on local television.

F. Program Evaluation Procedures: The degree of success of the Adult Program in meeting the program goals and objectives can be determined by utilizing a variety of evaluation procedures. Some of these might include:

1. recording and analyzing the adults' seminar attendance.

2. recording and analyzing the adults' future participation in museum programs.

3. eliciting the adults' program evaluation through individual/group formal/informal interviews, questionnaires and/or rating scales.

4. recording and analyzing the leaders' and guest speakers' program evaluations.

5. designing experimental sessions in which adults who have never participated in the program are matched with program participants and simultaneously exposed to the same learning experience (i.e., a guided tour of another historical museum). Both groups are tested; the results compared.

6. testing the adults' recall of factual information through objective tests.

7. applying sociometric measurements to determine adult program socialization patterns.

8. permitting the adults to appraise their own learning through self-evaluation sheets.

9. tape recording seminar sessions for analysis.

Selected References for Local Historical Museums

To assist museums in formulating specific continuing education curricula based on the suggested model, a reference of selected resources has been compiled and included below.

American Association for State and Local History. "Technical Leaflets." Tennessee: American Association for State and Local History, n.d.

Invaluable and inexpensive "how-to" series for small history museums. Covers such topics as "Effective Public Relations" (no. 3); "Cemetery Transcribing" (no. 9); Genealogical Research" (no. 14); "School Loan Exhibits" (no. 16); "Student Field Trips" (no. 19); "Planning Tours" (no. 25); "Establishing a Library" (no. 27); "Tape Recording Local History" (no. 35); "Projects for Young People" (no. 38); "Organizing a Museum Store" (no. 46); "Securing Grant Support" (no. 62); "Training Docents" (no. 65); "Traveling Facsimile Exhibits" (no. 70); "Using Consultants Effectively" (no. 82); and "Spinning on the Wool Wheel" (no. 84).

Anderson, Scarvin. "Noseprints on the Glass: Or How Do We Evaluate Museum Programs?" In *Museums and Education*, pp. 115-126. Edited by Eric Larrabee. Washington, D.C.: Smithsonian Institution Press, 1968.

A generally informative overview of the problems associated with museum evaluation as viewed by a member of the Educational Testing Service.

Bay, Ann. "Getting Docent Docents." *Museum News* 52 (April 1974): 25-29.

Explores problems of volunteer docents and offers suggestions for improving docentry programs.

Colonial Williamsburg Foundation. "Williamsburg Craft Series." Virginia: Colonial Williamsburg, n.d.

An excellent reference in compiling information for use in adolescent and adult sessions dealing with colonial occupations. Series includes booklets relating to blacksmith, miller, printing, and silversmith occupations.

Cooney, Barbara. *A Garland of Games and Other Diversions: An Alphabet Book*. New York: Holt, Rinehart and Winston, Inc., 1969.

Beautifully illustrated and appealing rhyming alphabetical presentation of colonial children's recreation. Especially appropriate for preschoolers and middle childhood classes.

Creekmore, Betsey. *Traditional American Crafts*. New York: Hearthside Press, Inc., 1968.

Good reference for preparing materials for adult level crafts classes.

Doole, Louis Evans. *Herb Magic and Garden Craft*. New York: Sterling Publishing Co., 1972.

Comprehensive reference for adult level crafts classes, particularly regarding herbs and colonial gardens.

Fritz, Jean. *George Washington's Breakfast*. New York: Coward-McCann, Inc., 1969.

Well-written historical fiction which is especially appropriate for introducing the concept of the colonial diet to middle childhood youngsters.

Fritz, Jean. *Why Don't You Get a Horse, Sam Adams?* New York: Coward, McCann & Geoghegan, Inc., 1974.

Also a well-written historical fiction by Fritz; provides a good introduction to the concept of colonial transportation for middle childhood youngsters.

Glubok, Shirley. *Home and Child Life in Colonial Days*. New York: MacMillan Publishing Co., Inc., 1969.

This edited and abridged version of Alice Earle's *Home Life in Colonial Days* (1898) and *Child Life in Colonial Days* (1898) is an invaluable reference in preparing information for use in preschool, middle childhood, and adolescent classes.

Guthe, Carl E. *The Management of Small History Museums*. 2nd ed. Preface by Albert Corey. Tennessee: American Association for State and Local History, 1964.

An indispensable manual for the local historical museum.

Maginley, C. J. *Models of America's Past and How to Make Them*. New York: Harcourt, Brace & World, Inc., 1969.

Directions for making wooden models are valuable for adolescent and adult classes and clubs. Included are instructions for making colonial furniture and transportation vehicles.

The Mother Goose Library. *To Market! To Market!* Illustrated by Peter Spier. n.p.:n.d.

Nursery rhyme approach to the colonial farmer's daily chores; appeals to preschoolers. Is available through Colonial Williamsburg.

National Trust for Historic Preservation. "Preservation Leaflet Series." Washington, D.C.: n.p., n.d.

Invaluable and inexpensive guides; leaflets relating to "Historic Preservation Through Walking Tours," "Application for Foundation Grants," and "A Guide to Preparing Better Press Releases" are especially pertinent to the local historical museum. In addition, the National Trust publishes their bookstore catalog which lists many valuable references for the history museum. The Trust also aids small museums by sending field consultants to the museums.

Neal, Arminta. *Help! for the Small Museum*. Colorado: Pruett Publishing Company, 1969.

Helpful and practical information concerning technical exhibit display and methodology.

Newman, Thelma. Creative Candlemaking. New York: Crown Publishers, Inc., 1972.
Useful in adult craft classes.

Parish, Peggy. Let's Be Early Settlers with Daniel Boone. New York: Harper & Row, Publishers, 1967.
Presents concise directions for making simple replicas, models, and dioramas of pioneer life (e.g., aprons, braided rugs, patchwork quilts, brooms, hornbooks, quill pens, samplers, trenchers, school rooms, etc.). Especially appropriate for pre-school and middle childhood groups.

Purdy, Susan. Costumes for You to Make. New York: J. B. Lippincott Co., 1971.
Good directions for making frontier and colonial costumes.

Rath, Frederick L., Jr. and Marilyn Rogers O'Connell, comp. Guide to Historic Preservation, Historical Agencies, and Museum Practices: A Selective Bibliography. New York: New York State Historical Association, 1970.
Currently, the most up-to-date basic reference to all aspects of historic preservation. Sections related to "Interpretation" (e.g., "Museum-School Relations," "Junior Historian Programs," "Television Programs," "Sources of Audio Visual Materials," and "Tape Recordings") particularly relevant to the local historical museum.

Swauger, James L. "Is There Life After Retirement?" Museum News 52 (November 1973): 31-33.
Contains important information regarding the Federal RSVP program, which provides senior citizens with opportunities to volunteer their services to museums.

Tunis, Edwin. Colonial Living. New York: The World Publishing Co., 1957.
An important reference in gathering information for adult classes.

Wendorff, Ruth. How to Make Cornhusk Dolls. New York: Arco Publishing Co., 1973.
Gives comprehensive instructions for making cornhusk dolls. Can be used in all crafts classes.

York, Edwin and Conrad Johnson. "Historic New Jersey Occupations." New York: n.p., 1974.

Compiled for the New Jersey Department of Education for use in vocational education, it provides an excellent reference to occupational historic sites in New Jersey.

Summary

The program model presented in Chapter V offers historical museums like the Van Riper-Hopper House Museum suggested program activities within the context of an overall educational philosophy. The program was designed to allow individual museums to adapt the suggested activities to fit their individualized needs. The overall program philosophy was designed to encourage the museums to function as continuing education facilities both within and outside the museum walls.

The final chapter, Chapter VI, presents a retrospective analysis of the study.

CHAPTER VI

THE STUDY IN RETROSPECT

This chapter summarizes the study and its major findings, presents suggestions based on the findings of the study, and offers recommendations for future research.

The Study and Its Findings

The case study of the Van Riper-Hopper House Museum, Wayne Township, New Jersey, was undertaken to determine and to illustrate the educational role of the local historical museum in the field of community continuing education.

The case study included (1) a descriptive overview of the museum and its community setting, (2) a review of the related literature, (3) a community assessment of the museum's educational effectiveness, limitations and potential and (4) a continuing education program model.

The study was undertaken at a time when museums are experiencing continued expansion (in terms of numerical growth and a broadening of educational functions). Simultaneously, museums are undergoing internal examination concerning their expanding educational roles. The study was particularly timely in terms of the focus on historical restoration and preservation engendered by the Bicentennial era celebrations.

The community overview uncovered the museum setting, Wayne Township, New Jersey, as a young, relatively affluent, history-conscious suburban community. The museum overview described the museum as a municipally owned and operated historic house museum. The Wayne Township Department of Parks and Recreation, in concert with the thirteen appointed member Historical Commission, maintains the museum facilities.

Since its dedication as the Township's local historical museum in 1964, the museum has undergone continual internal and external physical improvement. Included in the improvements was the addition of outbuildings on the museum property in preparation for the development of an anticipated museum complex as part of the Bicentennial celebration.

The Historical Commission, which is headquartered at the museum, was shown to be an active and talented volunteer government commission. Despite their contributions, particularly in the field of publications, the museum overview revealed that the Commission had not formulated a specified educational program for the museum. Despite the lack of a specified program, however, the museum attracts visitors from Wayne Township, other New Jersey cities, states outside New Jersey, and foreign visitors. The Commission offers special exhibits and programs, particularly its historical slide lecture. In addition, community groups utilize the museum facilities for recreational, educational and fund raising functions.

The review of the related literature revealed criticism of contemporary museum education. Although museum spokesmen have advocated museum participation in the field of continuing education, there was no evidence that museums have actually formulated educational programs in terms of continuing education needs and goals.

Although there appeared to be no standard definition for a museum educational program, selected historical museums were shown to offer a variety of program activities for school classes and general audiences.

The literature characterized the role of the local historical museum as uniquely significant to education and the preservation of history. Despite their acknowledged potential, local historical museums were characterized as under-utilized, poorly administered, and under-funded.

The case study presented relative to the Van Riper-Hopper House Museum seemed to substantiate the literature's generalized view of the local historical museum. The community's assessment of the museum was derived from data compiled from a Wayne Township survey conducted between February and May 1975.

An analysis of the data revealed that the museum had achieved limited effectiveness as a community educational facility. There was little evidence to suggest that museum resources and facilities were being utilized extensively by adults, teachers, youth leaders, or students for either their own continuing education or for the continuing education of those under their tutelage. Rather, it was shown that museum visitations and resource utilization had taken place, for the most part, as isolated recreational and/or educational experiences.

Despite apparent underutilization (the majority of its community members and students had never visited the museum and the majority of its youth leaders and teachers had never conducted field trips there), the community assessment revealed a strong positive sentiment towards the museum's potential as a community educational facility. Community members offered numerous suggestions for its improvement as an educational resource. These improvements included recommendations for increased publicity, expanded visitation hours, increased opportunities for community participation in the museum experience and joint educational activities with the school and youth groups.

The case study concluded with a theoretical continuing education program model designed for utilization by the Van Riper-Hopper House and other museums. The model illustrated how historical museums can contribute in behalf of community continuing education. The model reflected the data gathered from the community assessment of the museum, the museum and community overview, the review of the related literature, and the researcher's personal experience.

The model included an overall program philosophy, a four-part program model and selected references. The program philosophy presented a rationale for the model and recommendations for publicity, funding, utilizing community volunteers, and formulating and evaluating single and repeat visitation programs. The four-part model provided a suggested continuing education program for various age groups. Each part of the program model defined the intended audience, and described program goals, activities, objectives, and evaluation procedures.

The program activities included suggested introductory, culminating, and follow-up activities. The activities were designed around six thematic museum sessions of varying lengths and meeting times.

Provisions were included for repeating the pre-school and adult program series four times a year. The middle child and adolescent class visitation sessions considered the school year and the school curricula. It was emphasized that although the class visitations might be preceded and reinforced with appropriate classroom activities, the museum sessions were self-contained and could be utilized apart from the formal school curricula.

Although each of the suggested program sessions were designed as complete units, some follow-up activities were intended as long-term continuing education opportunities.

Evaluation procedures for each program were presented in terms of measuring the program's success in meeting the stated program goals and objectives. The cognitive, affective, and psychomotor objectives were defined in terms of information learned, understandings gained, concepts understood, skills maintained or improved, and opportunities extended for appreciation.

Annotated selected references were included to assist local historical museums in formulating specific continuing education curricula based on the suggested model.

Recommendations

Based on the findings of the case study, it is recommended that the Van Riper-Hopper House:

1. Increase the community's awareness of its existence and facilities.

2. Institute a comprehensive intra and extra mural community continuing education program.

3. Expand its philosophical outlook regarding its educational function.

4. Utilize community volunteers to help initiate and implement an effective educational program.

5. Establish exchange programs (e.g., exhibits, personnel, educational programs) with other museums.

6. Revise its visitation schedule.

7. Establish cooperation with schools and youth groups to initiate meaningful educational programs.

8. Revise the process by which the museum is evaluated.

9. Maintain a resource library in conjunction with other local library facilities, archives, and computer systems.

10. Institute a comprehensive self-sustaining funding program as an additional source of revenue.

Implications for Future Research

The paucity of museum education research, particularly concerning small museums, coupled with the relevance of such research at this time, lend credence to future research studies addressed to the following questions regarding the continuing education role of the local historical museum:

1. Face sheet data suggested that females visit museums more often than males. If this were hypothesized, scientifically tested, and demonstrated to be true, how can the local historical museum encourage increased male participation?

2. Survey results indicated that, as a rule, elementary and secondary educators did not utilize the museum in connection with school curricula. How can the local historical museum encourage and foster greater teacher utilization of its resources?

3. A large number of adult residents claimed to be unaware of the museum, despite the museum's active publicity program. What specific publicity techniques would result in increased awareness and attendance by adult residents?

4. In view of the local historical museum's budgetary limitations, how could limited funds be utilized to greater advantage

formulating and implementing continuing education programs?

5. In view of the suggested activities described in the continuing education program model, what programs could local historical museums devise to meet the specific continuing education needs of selected community groups (e.g., exceptional adults and children, and infants)?

6. In view of limitations placed on staffing, how can community volunteers be utilized to greater advantage?

7. In measuring the degree to which continuing education programs may be deemed successful, which evaluation procedures can be scientifically demonstrated as most appropriate for local historical museums?

8. The study suggested that the questionnaire technique had stimulated interest in visiting the museum. Were it found that surveys could be shown to increase museum attendance, what particular survey techniques would most effectively stimulate interest in the museum?

9. How can local historical museums combine efforts with formal educational institutions, particularly adult schools and colleges, in offering more precise learning opportunities?

APPENDIX A

HISTORICAL COMMISSION PROFILE DATA

WAYNE HISTORICAL COMMISSIONERS' CONFIDENTIAL PROFILE

SEX: Male 2 Female 6 No Answer 0

AGE: Please place a check ( ) on the line after the group which contains your age:

18-20 ____ 21-24 ____ 25-39 1 40-59 4 60-64 ____ 65-69 1

70 ____ No Answer 2

OCCUPATION: Professional, technical and kindred (3), Managers and administrators, except farm (1), Clerical and kindred (1)[1], Unemployed housewife (1) and retired person (1), No Answer (1).

EDUCATION: Please place a check ( ) on the line after the highest grade, diploma or degree attained:

1-8 ____ 9-12 ____ H.S. Diploma ____ 13-15 1 B.A. 3

M.A. 1 Ed.D. ____ Ph.D. ____ Other: 3 No Answer 0

If you have an earned degree, in what major field has it been granted? ____________________

If you have taken post high school courses, have you ever minored in history, social sciences or museology?

Yes 3 No 2 Other 2 No Answer 3

RESIDENCY: In which section of Wayne do you reside? Black Oak, Packanack, Pines Lake, Preakness, Valley

How many years have you resided in Wayne? 24 (Mean Years)
25 (Median Years)
1 (No Answer)

POSITION WITH THE COMMISSION:

How many years have you served on the Historical Commission? Please circle the correct number of years.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28

8.5 (Mean Years)
7.5 (Median Years)
0 (No Answer)

Since you have been a member of the Commission, have you attended any special meetings or conferences related to your role as Commissioner (i.e., meetings on local history or the administration of museums)? Yes 8 No 0 Other ____ No Answer 0

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[1] U.S. Dept. of Commerce, Census Bureau Occupational Categories

If yes, you have attended such meetings or conferences in your position as Commissioner, please circle the appropriate number of times you have done so:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18
19 20 more than 20 Total 100 No Answer 1

WHAT SPECIAL SKILLS, TALENTS, INTERESTS, HOBBIES OR ABILITIES HAVE YOU BROUGHT TO THE COMMISSION?

APPENDIX B

SAMPLE YOUTH ORGANIZATION LETTER OF SURVEY PARTICIPATION REQUEST AND INSTRUCTION

(Sample Letter of Survey Participation
Request and Instruction for Boy
Scouts, Girl Scouts and 4-H
Organizations)

68 Lenox Road
Wayne, New Jersey 07470
February 3, 1975

Dear

Thank you for your willingness to assist me in my study of Wayne's local historical museum, the Van Riper-Hopper House, by distributing twenty-five questionnaires to your Wayne leaders.

I have included a copy of the questionnaire and cover letter with this letter so that you may assure yourself (and your superiors, if necessary) that the questions asked of the leaders are not controversial. As the cover letter indicates, this project has been approved by the Wayne School System.

If I may impose on you further, I have been requested by my advisor to request that you please distribute the questionnaires on a completely random basis so that my study is not invalidated. Please select the twenty-five leaders on a chance basis (i.e., every other person if there are fifty leaders present) and not to the first twenty-five who arrive at the meeting nor to those leaders who volunteer to answer the questionnaire.

I really cannot thank you enough for assisting me! If you have any questions please call either myself or my wife at home (471-8704).

Thank you!

Sincerely,

Walter E. Krawiec
Social Studies Teacher
George Washington Jr. H.S.

APPENDIX C

SAMPLE COVER LETTERS WHICH ACCOMPANIED SURVEY INSTRUMENTS

(Sample First Mailing Adult Residents' Cover Letter)

February 15, 1975

Dear Community Member,

As a teacher in the Wayne School System, I am conducting a study of our local historical museum, the Van Riper-Hopper House. This museum is owned and operated by Wayne Township through the Wayne Historical Commission and is located on Berdan Avenue adjacent to the Point View Reservoir. (The Dey Mansion, although located in Wayne Township, is not Wayne's community museum. It is owned and operated by Passaic County.)

The purpose of the study is to determine the educational role of the Van Riper-Hopper House Museum in our community and to design an educational plan to make it a more effective community educational center for Wayne adults and youth.

As one of the three hundred Wayne adult residents selected to participate in this study, I believe that your opinions are essential in helping determine the present effectiveness and future potentials of the museum.

In order for you to assist me in this study, the enclosed brief questionnaire has been developed for your use. Your answers to the questionnaire are important WHETHER OR NOT YOU WERE AWARE THAT THE MUSEUM EXISTED AND WHETHER OR NOT YOU HAVE VISITED IT. Your answers are given anonymously, so please feel free to continue your answers on the back of the second page or to make any additional comments throughout the questionnaire which you think would be helpful. This study has been approved by the administration.

Would you please spend a few minutes of your time to complete the brief questionnaire and return it in the enclosed stamped self-addressed envelope. Please return your completed questionnaire on or before March 31, 1975. It is important that it be returned by that date so that your answers may be analyzed and included in the study.

I am confident that all the members of our community will benefit from the results of this study.

Sincerely yours,

Walter Krawiec
George Washington Jr. H.S.

(Sample Second Mailing Adult Residents' Cover Letter)

May 1, 1975

Dear Community Member,

On February 15, 1975, I mailed questionnaires concerning the Van Riper-Hopper House Museum to three hundred (300) Wayne residents. Attached to the questionnaires were cover letters similar to this one. The deadline for returning the questionnaires was March 31, 1975.

Although many questionnaires were returned by the due date, I fear that some of the questionnaires might have been lost in the mail. Since you were selected to participate in this study as a representative of the thousands of Wayne residents who were not given an opportunity to express their feelings about the museum, I felt it necessary, in all fairness to you and the Wayne residents whom you represent, to conduct a second mailing of these questionnaires in case the first one never reached you.

As I stated in the first cover letter, I am a teacher in the Wayne School System. I am conducting this study of our local historical museum, the Van Riper-Hopper House, in order to design a plan to make the museum more responsive to the educational needs and wants of Wayne adults and students. The Van Riper-Hopper House Museum is owned and operated through the Wayne Historical Commission and is located on Berdan Avenue adjacent to the Point View Reservoir. (The Dey Mansion, although located in Wayne is not our local museum; it is owned and operated by Passaic County.

In order to determine how the museum can be used more effectively by Wayne adults, I have developed the enclosed questionnaire for your use. I would like to emphasize that since the purpose of the study is to determine the effectiveness, limitations and potentials of the museum, YOUR ANSWERS ARE IMPORTANT TO THE STUDY WHETHER OR NOT YOU WERE AWARE THAT THE MUSEUM EXISTED AND WHETHER OR NOT YOU HAVE VISITED IT. It might interest you to know that similar questionnaires have been filled out by a substantial number of community leaders (the mayor, councilmen, and board of education members), teachers and school administrators, and youth group leaders to determine their opinions concerning the museum.

Because your answers to the questionnaire are so vital to the study, and because you represent so many of your fellow community members, won't you please take a few minutes of your time to answer the few questions contained on the following pages? Please return your completed questionnaire to me in the enclosed self-addressed stamped envelope no later than May 15, 1975.

Thank you in advance for your cooperation. I am confident that this study will make a positive contribution to our local historical museum and to the adult and student residents whom it serves. I am sure that when you read about the results of the study in the near future, that you will be proud to know that you contributed to it. Thank you again.

Sincerely yours,

Walter E. Krawiec
George Washington Junior
High School

(Sample School Administrators', Including Adult
Education Director's Cover Letter)

February 7, 1975

Dear Wayne Township School Administrator,

As a part time doctoral student, I am currently conducting research regarding the educational role of the local historical museum. Because of my familiarity with the Wayne Museum (Van Riper-Hopper House, Berdan Avenue) through my Jerseymen Club activities and also because of my commitment to superior Wayne Township education as a Wayne teacher, I have selected the Wayne Museum as my case study to determine the potentials of the local historical museum.

I am seeking your assistance in my study through the enclosed brief questionnaire. As a Wayne Township school administrator, your assessment of the museum, even if you have never personally visited or utilized the resources of the Van Riper-Hopper House Museum, will form an integral part of my evaluation of the museum.

In order for me to analyze and compile the data from your questionnaire, I would appreciate your returning your completed questionnaire to me in the enclosed self-addressed stamped envelope on or before March 31, 1975.

I am certainly cognizant of the many demands placed on your time as a Wayne school administrator and I am therefore sincerely appreciative of your willingness to take the time to complete the brief questionnaire. I am confident that the Wayne community which the museum serves will benefit from this in-depth study of the effectiveness and potentials of the museum; and to this end, it is my intention to furnish you with the results of my research.

Thank you in advance for your cooperation.

Sincerely yours,

Walter E. Krawiec
Social Studies Teacher
George Washington Junior H.S.

(Sample Public Officials', including Director of Parks and Recreation's, Cover Letter)

227 Beverly Hill Road
Clifton, New Jersey 07012
February 5, 1975

Dear Wayne Township Community Leader,

As a part time doctoral student, I am currently conducting research regarding the educational role of the local historical museum. Because of my familiarity with the Wayne Museum (Van Riper-Hopper House) through my Jerseymen Club activities and also because of my commitment to superior Wayne Township education as a Wayne teacher, I have selected the Wayne Museum as my case study to determine the potentials of the local historical museum.

I am seeking your assistance in my study through the enclosed brief questionnaire. As a Wayne Township community leader, your assessment of the museum, even if you have never personally visited or utilized the Van Riper-Hopper House, will form an integral part of my evaluation of the museum.

In order for me to analyze and compile the data from your questionnaire, I would appreciate your returning your completed questionnaire to me in the enclosed self-addressed envelope on or before March 31, 1975.

I am certainly cognizant of the many demands placed on your time as a Wayne community leader and I am therefore sincerely appreciative of your willingness to take the time to complete the brief questionnaire. I am confident that the Wayne community which the museum serves will ultimately benefit from this in-depth study of the effectiveness and potentials of the museum; to this end, it is my intention to furnish you with the results of my research.

Thank you in advance for your cooperation.

Sincerely,

Walter E. Krawiec

(Sample Historical Commissioners' Cover Letter)

68 Lenox Road
Wayne Township, New Jersey
April 22, 1975

Dear Wayne Township Historical Commissioner,

As you are aware, I am conducting a study of the Wayne Museum, which you help administer.

Part of my study includes an evaluation of the effectiveness, limitations and potentials of the museum. I have already obtained the opinions of four hundred (400) representative samples of various sectors of the community (Wayne community leaders, adult residents, students, teachers, school administrators, and youth group leaders) to use in evaluating the museum. It is my belief, however, that these representative community opinions should not constitute the entire basis for evaluating the museum. In order to give you the opportunity to express your opinions concerning the museum in your official capacity as a Wayne Township Historical Commissioner, I have prepared the enclosed brief, confidential and anonymous questionnaire for your consideration.

In addition, because the Commission is an integral--almost inseparable--part of the museum, it is my belief that a study of the Wayne Museum would be incomplete without a brief general composite sketch of the Commission as a whole. (How can one talk about the strengths and accomplishments of the "museum" without identifying the strengths and accomplishments of the Commissioners?) I have therefore prepared the enclosed brief, confidential and anonymous Historical Commissioner's profile form for your use. Please feel free to add any information to the reverse side of the form which you feel would contribute to a more complete and accurate portrait of the Commission.

I anticipate being present at your next Commission meeting on May 13. May I collect your questionnaires and profile forms at that time? If not, I would appreciate your returning the questionnaire and profile form to me in the enclosed self-addressed, stamped envelope no later than May 15, 1975.

It is my ardent hope that you and each of your fellow Commissioners will take the time to complete the questionnaires and profile forms. A complete evaluation by all thirteen Commissioners, I think you would agree, would be a service to the Commission, the museum, and the community which entrusts you with the responsibility of your office.

Thank you in advance for your cooperation.

Sincerely yours,

Walter E. Krawiec
George Washington Jr. H.S.

(Sample Elementary and Secondary Educators' Cover Letter)

227 Beverly Hill Road
Clifton, New Jersey 07012
February 5, 1975

Dear Colleague,

As a part time doctoral student, I am currently conducting research concerning the educational role of Wayne Township's local historical museum, the Van Riper-Hopper House Museum. (The Dey Mansion, although located in Wayne, is not Wayne's community museum; it is owned and operated by Passaic County.)

I am seeking your assistance through the enclosed brief questionnaire to determine the effectiveness of the museum to you as a Wayne elementary or social studies teacher. Naturally, all responses will be anonymous and confidential. And, of course, since I am interested in assessing the effectiveness of the museum, your responses are important to the study even if you were unaware of the museum or have never visited it or utilized it.

In order for me to analyze and compile the data from your questionnaire, I would appreciate your returning the completed questionnaire to me in the enclosed stamped self-addressed envelope on or before March 15, 1975.

As a fellow teacher, I understand the many demands placed on your free time and I want you to know that I am sincerely appreciative of your willingness to spend a few minutes of your time completing this brief questionnaire. Hopefully, you will be able to derive some benefit from this study as it is my intention to utilize the results of this study to make the Van Riper-Hopper House Museum more responsive to the needs of the Wayne teachers. Thank you!

Cordially,

Walter E. Krawiec
Social Studies Teacher
George Washington Jr. H.S.

(Sample Youth Group Leaders' Cover Letter)

February 1, 1975

Dear Wayne Youth Group Leader,

As a teacher in the Wayne School System, I am conducting a study of our local historical museum, the Van Riper-Hopper House. This museum is owned and operated by Wayne Township through the Wayne Historical Commission and is located on Berdan Avenue adjacent to the Point View Reservoir. (The Dey Mansion, although located in Wayne Township, is not Wayne's community museum. It is owned and operated by Passaic County.)

The purpose of the study is to determine the educational role of the Van Riper-Hopper House museum in our community and to design an educational plan to make it a more effective community educational center for Wayne adults and youth.

As one of the Wayne youth organization leaders selected to participate in this study, your opinions are essential to this evaluation of the present effectiveness and future potentials of the museum. In order for you to assist in this study, the enclosed brief questionnaire has been developed for your use. Your answers to the questionnaire are important WHETHER OR NOT YOU WERE AWARE THAT THE MUSEUM EXISTED AND WHETHER OR NOT YOU HAVE EVER VISITED IT. Of course, your answers are given anonymously, so please feel free to express your opinions. In addition, I welcome any comments you care to make throughout the questionnaire. This questionnaire has been reviewed and approved by the administration.

Would you therefore spend a few minutes of your time to complete the brief form and return it in the enclosed stamped self-addressed envelope. Please return it on or before March 15, 1975. It is important that it be returned by that date so that your answers may be analyzed and included in the study.

I am confident that all the members of our community, including, of course, the Wayne youth with whom you work, will benefit from the results of this study.

Sincerely yours,

Walter Krawiec
George Washington Junior H.S.

(Sample Students' Cover Letter)

January, 1975

Dear Student,

THIS IS NOT A TEST! Please do not put your name on your papers.

IF THIS IS NOT A TEST, WHAT IS THIS? Very simply, you and ninety-nine other Wayne students have been especially selected to help in a study of our local historical museum. HOW CAN YOU HELP? In order for you to help in this study, your principal has given me permission to speak to you today and to ask you to please fill in your honest answers to a number of questions about the museum. Your honest answers will help make it possible for me to try to make the museum a better place of learning for all Wayne students and for all their relatives and friends who live in Wayne or visit the museum.

THANK YOU VERY MUCH FOR YOUR HELP! Your help is very important to the study.

Sincerely,

Mr. Krawiec
Teacher
George Washington Junior H.S.

APPENDIX D

TABULATED SURVEY INSTRUMENTS: QUESTIONNAIRES AND FACE SHEET DATA

ADULT RESIDENTS' QUESTIONNAIRE

SEX: Male 56 Female 92 No Answer 2

AGE: Please place a check ( ) on the line after the age group which contains your age.

18-20 1 21-24 2 25-39 48 40-59 74 60-64 11 65-69 3

70+ 10 No Answer 1

RESIDENCY: Which section of Wayne do you live in? Black Oak (9), Lions Head Lake (12), Mt. View (14), Packanack (25), Pines Lake (15), Pompton (7), Preakness (39), Singac (3), Valley (15), and No Answer (10).

How many years have you resided in Wayne?

18.25 (Mean Years) 12.0 (Median Years) 5 No Answer

OCCUPATION: Professional, technical and kindred (37), Managers and administrators, except farm (13), Sales (2), Clerical and kindred (17), Craftsmen, foremen, and kindred (6), Operatives except transport (1), Transport equipment operatives (1), Laborers, except farm (6), Service workers (1),[1] Unemployed students (2), housewives (45), and retired persons (9), No Answer (10).

MEMBERSHIPS: Do you belong to any clubs or associations or other voluntary organizations in Wayne?

Yes, one 31 Yes, more than one 30 No, none 86 No Answer 3

RECREATION PROGRAM: Do you participate in any of the programs or activities sponsored by the Wayne Parks and Recreation Department throughout the year?

Yes, sometimes 59 Yes, regularly 13 No, never 78

No Answer 0

Directions. You will notice that each question in this questionnaire is numbered and is followed by a list of possible answers. Please check ( ) one or more answers listed after each question which you agree with. If none of the answers listed agrees with your opinion, then please print your own answer on the line marked "Other."

1. BEFORE YOU RECEIVED THIS QUESTIONNAIRE, WERE YOU AWARE THAT THE VAN RIPER-HOPPER HOUSE WAS THE LOCAL HISTORICAL MUSEUM OWNED AND OPERATED BY WAYNE TOWNSHIP THROUGH YOUR TAXES?

68%	102	Yes
32%	48	No
0%	0	Other
0%	0	No Answer

---

[1] U.S. Department of Commerce, Census Bureau Occupational Categories.

2. HAVE YOU EVER VISITED THE VAN RIPER-HOPPER HOUSE MUSEUM?

16%	24	Yes, but only once
9%	13	Yes, more than once
75%	113	No, never
0%	0	Other
0%	0	No Answer

IF YOU HAVE VISITED THE MUSEUM CONTINUE ANSWERING THE QUESTIONS. IF YOU HAVE NOT VISITED THE MUSEUM, YOU MAY SKIP TO NUMBER 7.

3. WHY DID YOU VISIT THE MUSEUM?

8%	3	It provided a nearby inexpensive family outing.
41%	15	I thought my children would learn from the visit.
19%	7	I support it with my tax dollars and was curious to see it.
51%	19	I am interested in history and wanted to learn about it through the museum.
14%	5	I was told it was worthwhile visiting.
46%	17	Other
3%	1	No Answer

4. ARE YOU INTERESTED IN VISITING THE MUSEUM AGAIN?

76%	28	Yes
8%	3	No
11%	4	Maybe
3%	1	Other
3%	1	No Answer

5. IF YOU ARE INTERESTED IN VISITING THE MUSEUM AGAIN, WHY DO YOU THINK YOU ARE WILLING TO RETURN TO THE MUSEUM?

43%	12	I learned a great deal from it and wish to see it again.
36%	10	I think it is important for my children to appreciate our history.
71%	20	It was a pleasant atmosphere with the gardens and the reservoir for a nearby inexpensive family outing.
32%	9	Other
29%	8	No Answer

6. IF YOU ARE NOT INTERESTED IN VISITING THE MUSEUM AGAIN, WHY DO YOU THINK THAT YOU ARE UNWILLING TO RETURN TO THE MUSEUM?

67%	2	Everything there was to see could be seen in one trip.
0%	0	I was disappointed in the number of exhibits.
0%	0	I really did not enjoy the exhibits. I was bored.
0%	0	There was no guide to explain the things on display; I could not really understand the exhibits.
0%	0	The museum was too congested.
0%	0	The museum hours are inconvenient.
0%	0	I found the museum uninteresting and non-educational.
0%	0	There was no relevancy to my hobbies or interests.
0%	0	It was good for the children, but a waste of time for adults.
33%	1	Other
0%	0	No Answer

7. This question and question number 8 are for ONLY those residents who have never visited the museum.

If you HAVE visited the museum, skip to question number 9.

If you HAVE NOT visited the museum, please answer ALL the remaining questions (numbers 7, 8, 9, 10, 11).

SINCE YOU HAVE NEVER VISITED THE MUSEUM, WHAT REASON DO YOU HAVE FOR NOT VISITING IT?

27%	30	To be honest, I just never knew about it.
0%	0	It was too far away from home.
11%	12	Its visiting hours are inconvenient for me.
14%	16	My children were never interested in going there.
3%	3	I heard it was a waste of time.
1%	1	I did not think it would be helpful to my hobbies. (What are your hobbies?)
46%	52	Other
5	6	No Answer

8. ALTHOUGH YOU HAVE NEVER VISITED THE MUSEUM, WHAT DO YOU THINK MIGHT MAKE YOU INTERESTED IN VISITING THE MUSEUM?

20%	23	The fact that it is supported by my tax dollars.
56%	63	If the museum and its activities were publicized more.
32%	36	If my children requested that we visit it.
25%	28	If my friends recommended it.
4%	4	Nothing could make me interested.
16%	18	Other
3%	3	No Answer

9. This question and the remaining questions are for you to answer whether or not you have ever visited the museum.

ASIDE FROM VISITING THE MUSEUM, WHICH, IF ANY, OF THE FOLLOWING MUSEUM-SPONSORED COMMUNITY ACTIVITIES, PROGRAMS, OR RESOURCES HAVE YOU EVER PARTICIPATED IN OR OBSERVED?

6%	9	Slide lecture on historic Wayne
5%	8	Strawberry Festival
11%	17	Christmas Tree Lighting Ceremony
6%	9	Crafts demonstrations (tinsel painting etc.)
5%	8	Museum Library (second floor of the museum)
3%	4	Other
73%	110	No Answer or none

10. HOW IMPORTANT DO YOU THINK THE VAN RIPER-HOPPER HOUSE MUSEUM IS TO YOU AND YOUR COMMUNITY?

8%	12	It is important for education of children but unimportant for adults.
62%	93	It is important for the spirit of the community.
11%	17	It is nice to have in the community but it does not serve any real purpose.
4%	6	Frankly, the money spent on the museum could be better used somewhere else.
28%	42	It is a good source of learning for adults.
2%	3	Other
17%	26	No Answer

11. WHAT SUGGESTIONS COULD YOU OFFER THAT WOULD HELP MAKE THE MUSEUM A MORE USEFUL PLACE FOR YOU AND THE COMMUNITY?

71%	107	More publicity for the museum and its activities.
8%	12	More activities and special programs for people with my interests. (What are those interests? Please briefly list them.)
22%	33	More opportunities for interested residents to become involved with the museum.
12%	18	Other
16%	24	No Answer or none

PLEASE USE THE REST OF THIS PAGE TO MAKE ANY COMMENTS OR SUGGESTIONS YOU WISH CONCERNING THE VAN RIPER-HOPPER HOUSE MUSEUM.

THANK YOU VERY MUCH FOR TAKING THE TIME TO ANSWER THESE QUESTIONS. IF YOU HAVE COMPLETED THIS QUESTIONNAIRE, YOU HAVE MADE A VERY SPECIAL CONTRIBUTION TO THE STUDY OF OUR LOCAL HISTORICAL MUSEUM.

WAYNE TOWNSHIP COMMUNITY PUBLIC OFFICIALS' AND EDUCATORS' CONFIDENTIAL QUESTIONNAIRE ON THE WAYNE MUSEUM

Directions. Please answer each of the following three questions by checking one or more appropriate answers listed under each question. Please use the space following "Comment" to make any additional statements you wish concerning each question. Thank you.

1. IN YOUR OPINION, HOW IMPORTANT IS THE WAYNE MUSEUM (THE VAN RIPER-HOPPER HOUSE MUSEUM) TO THE COMMUNITY OF WAYNE TOWNSHIP?

3%	1	It is nice to have in the community, but it does not serve any real purpose.
63%	19	It is important for the spirit of the community.
3%	1	It is good for the people who have a genuine interest in history--no one else.
60%	18	It is a good source of learning for all our community members--both young and old.
0%	0	Frankly, since the County-owned Dey Mansion is located in the Township, Wayne funds could be utilized more effectively elsewhere.
37%	11	Whatever the cost, it is essential for us to preserve our Wayne heritage.
7%	2	It is primarily important as a recreational facility for our community rather than as an educational institution.
63%	19	It is an important part of the education of Wayne children.
0%	0	It might be important for the education of our youth, but it certainly is not important for our adult residents' education. We have the Adult School for that.
70%	21	Adults can learn from the museum as well as our children can.
20%	6	Other
0%	0	No Answer

COMMENT:

2. HOW WOULD YOU ASSESS THE EFFECTIVENESS OF THE VAN RIPER-HOPPER HOUSE MUSEUM AS AN EDUCATIONAL RESOURCE FOR WAYNE TOWNSHIP? Please give a brief explanation of your assessment.

13%	4	Excellent -
37%	11	Good -
17%	5	Fair -
0%	0	Poor -
27%	8	Cannot Judge; I am honestly unfamiliar with the museum and its programs and activities.
3%	1	Other
7%	2	No Answer

COMMENT:

3. WHAT SUGGESTIONS COULD YOU OFFER TO MAKE THE MUSEUM A MORE VALUABLE EDUCATIONAL RESOURCE FOR THE COMMUNITY?

67%	20	Increased publicity of the museum and its resources, programs and activities.
70%	21	On-going communication between the museum and the schools.
37%	11	Availability of traveling museum exhibits for educational use.
27%	8	Continuation of the educational Wayne lecture program of the Wayne Historical Commission.
57%	17	Involvement of community educators with the museum to develop and implement museum educational programs.
53%	16	Periodic research, such as this project, to assess the educational role of the museum and to recommend ways of improving its role in the community.
13%	4	Other
0%	0	No Answer

COMMENT:

DIRECTOR OF ADULT EDUCATION CONFIDENTIAL QUESTIONNAIRE

1. HAVE YOU OFFERED ANY ADULT EDUCATION COURSES IN COOPERATION WITH THE VAN RIPER-HOPPER HOUSE MUSEUM?

_____ Yes

__X__ No

_____ Other

2. IF YES, PLEASE BRIEFLY DESCRIBE AND EVALUATE YOUR COOPERATIVE EFFORT.

3. IF NO, CAN YOU ENVISION UTILIZING THE MUSEUM FACILITIES OR RESOURCES (INCLUDING RESOURCE PERSONS) AT SOME TIME IN THE FUTURE IN YOUR ADULT SCHOOL PROGRAM?

__X__ Yes

_____ No

_____ Maybe

4. IF YES, PLEASE LIST OR DESCRIBE THE POSSIBLE MEANS OF UTILIZATION.

5. IF NO, PLEASE EXPLAIN WHY YOU CANNOT FORESEE UTILIZING THE MUSEUM.

6. IF MAYBE, PLEASE EXPLAIN THE CIRCUMSTANCES OR CONDITIONS SURROUND- YOUR POSSIBLE UTILIZATION OR NON-UTILIZATION OF THE MUSEUM.

7. AS AN ADULT EDUCATOR, HOW DO YOU ASSESS THE MUSEUM AS AN EDUCATIONAL RESOURCE FOR ADULTS AND ADULT EDUCATORS IN TERMS OF ITS EFFECTIVENESS, LIMITATIONS, AND FUTURE POTENTIAL AS A COMMUNITY EDUCATIONAL RESOURCE?

DIRECTOR OF PARKS AND RECREATION
CONFIDENTIAL QUESTIONNAIRE

1. PLEASE BRIEFLY DESCRIBE YOUR OFFICIAL RELATIONSHIP TO THE WAYNE HISTORICAL COMMISSION AND THE VAN RIPER-HOPPER HOUSE MUSEUM.

2. DO YOU VIEW THE MUSEUM AS PRIMARILY:

   __X__ A recreational institution

   __X__ An educational institution

   _____ Other

3. PLEASE BRIEFLY EXPLAIN YOUR REASON(S) FOR YOUR ANSWER TO THE ABOVE QUESTION.

4. REGARDLESS OF WHETHER YOU CONSIDER THE MUSEUM AS EITHER PRIMARILY RECREATIONAL OR PRIMARILY EDUCATIONAL, HOW WOULD YOU EVALUATE ITS TOTAL IMPORTANCE TO WAYNE TOWNSHIP AS A COMMUNITY? (This includes Wayne's preschoolers to its senior citizens.)

   PLEASE INCLUDE AN ASSESSMENT OF ITS EFFECTIVENESS, LIMITATIONS AND POTENTIAL AS YOU PERCEIVE THEM. ALSO, PLEASE INCLUDE ANY SUGGESTIONS YOU MAY WISH TO OFFER FOR IMPROVING THE MUSEUM.

   THANK YOU FOR YOUR COOPERATION! PLEASE CONTINUE YOUR EVALUATION OF THE MUSEUM ON THE REVERSE SIDE OF THIS QUESTIONNAIRE.

WAYNE HISTORICAL COMMISSIONERS' CONFIDENTIAL QUESTIONNAIRE

Directions. Please answer the following questions by checking one or more appropriate answers listed under each question. You may use the space after "Comment" to make any additional comments concerning each question if you wish to do so. Thank you for your cooperation.

1. DO YOU VIEW THE MUSEUM AS PRIMARILY:

100%	8	An educational facility
50%	4	A recreational facility
25%	2	Other
0%	0	No Answer

Comment:

2. REGARDLESS OF WHETHER YOU CONSIDER THE MUSEUM AS PRIMARILY RECREATIONAL OR PRIMARILY EDUCATIONAL, DO YOU FEEL THAT THE MUSEUM CAN BE A USEFUL TOOL IN WAYNE COMMUNITY EDUCATION?

88%	7	Yes
0%	0	No
13%	1	Other
0%	0	No Answer

Comment:

3. WHO DO YOU FEEL PRESENTLY TAKES THE MOST ADVANTAGE OF THE MUSEUM FACILITIES? Please rank the following five groups in the order of their utilization of the museum. Assign number 1 to the group which uses it most extensively; number 2 to the group which uses it next most extensively; etc. with number 5 assigned to the group which makes the least use of it.

Average Rank Order	Composite Score (Possible 8-40)	
4	17.5	Visitors from outside Wayne
2	16.5	Wayne adult residents
1	13	Wayne students and educators
3	17	Wayne youth groups (4-H, Scouts, etc.)
5	26	Wayne's women's clubs
25%	2	No Answer

Comment:

4. IN GENERAL, DO YOU FEEL THAT THE MUSEUM PROVIDES AN ADEQUATE NUMBER AND VARIETY OF PROGRAMS AND ACTIVITIES FOR EACH OF THE FOLLOWING GROUPS?

Wayne Adult Residents:

38%	3	Yes
25%	2	No
38%	3	Other
13%	1	No Answer

Comment:

Wayne Students and Educators:

38%	3	Yes
25%	2	No
25%	2	Other
13%	1	No Answer

Comment:

Wayne Youth Groups:

38%	3	Yes
13%	1	No
25%	2	Other
13%	1	No Answer

Comment:

5. DO YOU FEEL THAT THE MUSEUM COULD OFFER MORE ACTIVITIES AND PROGRAMS FOR EACH OF THE FOLLOWING GROUPS?

Wayne Adult Residents:

50%	4	Yes
0%	0	No
38%	3	Other
13%	1	No Answer

Comment:

Wayne Students and Educators:

50%	4	Yes
0%	0	No
38%	3	Other
13%	1	No Answer

Comment:

5. Continued

Wayne Youth Groups:

50%	4	Yes
0%	0	No
38%	3	Other
13%	1	No Answer

Comment:

6. DO YOU FEEL THAT THE MUSEUM IS OPEN SUFFICIENTLY TO MEET THE SCHEDULES AND FREE TIME OF WAYNE ADULTS, STUDENTS AND TEACHERS?

100%	8	Yes
0%	0	No
0%	0	Other
0%	0	No Answer

Comment:

7. DO YOU FEEL THAT THE MUSEUM AND ITS PROGRAMS ARE ADEQUATELY PUBLICIZED?

50%	4	Yes
25%	2	No
25%	2	Other
0%	0	No Answer

Comment:

8. DO YOU FEEL THAT THE MUNICIPAL GOVERNMENT OF WAYNE IS SUPPORTING YOU ADEQUATELY IN YOUR MUSEUM-RELATED ENDEAVORS?

100%	8	Yes
0%	0	No
0%	0	Other
0%	0	No Answer

Comment:

9. WHAT HANDICAPS, IF ANY, DO YOU BELIEVE YOUR MUSEUM IS OPERATING UNDER? Please elaborate if you wish; you may check as many as appropriate.

25%	2	None
0%	0	Lack of sufficient space for exhibits
25%	2	Lack of sufficient space for meetings
0%	0	Lack of sufficient space for expansion
0%	0	Lack of adequate funding
0%	0	Lack of community support
13%	1	Lack of trained personnel
0%	0	Inability to compete with large museums for audiences
25%	2	Other
25%	2	No Answer

Comment:

10. DO YOU FEEL THAT THE MUSEUM IS GROWING AT AN APPROPRIATE RATE TO ACCOMMODATE THE GROWTH AND INTEREST IN STATE AND LOCAL HISTORY:

88%	7	Yes
0%	0	No
13%	1	Other
0	0	No Answer

Comment:

11. DO YOU HAVE A PHILOSOPHY CONCERNING THE ROLE AND IMPORTANCE OF THE MUSEUM IN WAYNE TOWNSHIP COMMUNITY LIFE?

88%	7	Yes
0%	0	No
13%	1	Other
0%	0	No Answer

Comment:

12. IF YES TO QUESTION NUMBER ELEVEN, YOU DO HAVE A PHILOSOPHY, PLEASE DESCRIBE IT:

13. DO YOU HAVE ANY SUGGESTIONS FOR IMPROVING THE MUSEUM (ITS PHYSICAL FACILITIES, PROGRAMS, OR ACTIVITIES, ETC.)?

63%	5	Yes
25%	2	No
13%	1	Other
0%	0	No Answer

Comment:

14. IF YES, YOU DO HAVE SUGGESTIONS FOR IMPROVING THE MUSEUM, PLEASE BRIEFLY DESCRIBE THEM:

15. DO YOU HAVE ANY ADDITIONAL COMMENTS YOU WOULD LIKE TO MAKE CONCERNING THE EFFECTIVENESS, LIMITATIONS OR POTENTIALS OF THE MUSEUM AS YOU PERCEIVE THEM?

37%	3	Yes
50%	4	No
0%	0	Other
13%	1	No Answer

Comment:

16. IF YES, YOU DO HAVE COMMENTS TO MAKE ABOUT THE EFFECTIVENESS, LIMITATIONS OR POTENTIALS OF THE MUSEUM, PLEASE USE THE REMAINING SPACE ON THIS PAGE TO DISCUSS YOUR FEELINGS AND PERCEPTIONS ABOUT THE MUSEUM.

CONFIDENTIAL ELEMENTARY AND SECONDARY
EDUCATORS' QUESTIONNAIRE

SEX: Male 21 Female 32 No Answer 0
WAYNE RESIDENCY: Yes 24 No 27 Former 2
NUMBER OF YEARS TEACHING IN WAYNE PUBLIC SCHOOLS: Less than 1 0
1-5 11 6-10 27 11-15 9 16-20 5 21+ 1

Directions. Please answer the following questions by checking one or more appropriate answers listed under each question. You may use the space after "Comment" to make any additional statements concerning each question if you wish to do so. Thank you for your cooperation!

1. PRIOR TO YOUR RECEPTION OF THIS QUESTIONNAIRE, WERE YOU AWARE THAT THE VAN RIPER-HOPPER HOUSE WAS THE LOCAL HISTORICAL MUSEUM OF WAYNE TOWNSHIP?

89%	47	Yes
11%	6	No
0%	0	No Answer

Comment:

2. HAVE YOU EVER VISITED THE MUSEUM?

81%	43	Yes
19%	10	No (If no, you may skip to questions 11 and 14.)
0%	0	No Answer

Comment:

3. HAVE YOU EVER CONDUCTED A FIELD TRIP TO THE MUSEUM?

11%	6	Yes
83%	44	No (If no, you may skip to questions 10 through 13.)
6%	3	No Answer

Comment:

4. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM MORE THAN ONCE, APPROXIMATELY HOW MANY TIMES HAVE YOU DONE SO?

16	Total	
0%	0	No Answer

Comment:

5. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, WHY DID YOU SELECT THE MUSEUM AS A FIELD TRIP SITE?

17%	1	It was required for my grade. (Grade___)
67%	4	Its proximity to the school made it a convenient site.
83%	5	I felt it was important for my students to learn about their community.
100%	6	The museum exhibits were relevant to the subject material I was teaching. (Subject __________________)
50%	3	Other
0%	0	No Answer

Comment:

6. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, HOW DID YOU UTILIZE THE FIELD TRIP EXPERIENCE IN YOUR CLASSROOM?

17%	1	To introduce a new unit.
83%	5	To reinforce old material.
0%	0	Had no real carry-over into the classroom.
17%	1	Other
0%	0	No Answer

Comment:

7. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, WOULD YOU RECOMMEND IT TO ANOTHER TEACHER?

100%	6	Yes
0%	0	Yes, with these qualification: __________________________
0%	0	No
0%	0	Other
0%	0	No Answer

Comment:

8. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, BUT YOU WOULD NOT RECOMMEND IT TO ANOTHER TEACHER, WHY WOULDN"T YOU?

____	____	Most of my students had already been there. (Grade___)
____	____	Other historical museums are more worthwhile visiting. (Could you mention a few such museums?)
____	____	I did not enjoy the museum. (Could you briefly mention why not?)
____	____	My students did not enjoy the museum. (Grade____)
____	____	There was not enough to do or see at the museum.
____	____	The museum had nothing to offer relevant to my subject matter. (What were you teaching?)
____	____	Other
____	____	No Answer (Not applicable based on responses to question 7.)

9. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM AND WOULD RECOMMEND IT TO ANOTHER TEACHER, WHY WOULD YOU DO SO?

83%	5	It was a worthwhile learning experience for Grade ___.
50%	3	I enjoyed the museum.
67%	4	My students enjoyed the museum. (Grade ____)
33%	2	There was a great deal to do and to learn there.
100%	6	It was a nearby convenient and inexpensive trip.
50%	3	The exhibits were relevant to my subject material.
17%	1	Other
0%	0	No Answer

Comment:

10. IF YOU HAVE NEVER CONDUCTED A FIELD TRIP TO THE MUSEUM, WHAT REASONS DO YOU THINK COULD EXPLAIN WHY YOU HAVE NEVER CHOSEN TO DO SO?

21%	11	It is not required as a trip for my grade. (Grade____)
13%	7	It is not relevant to my subject matter. (What subject matter are you teaching?)
2%	1	I really was just never aware of the museum.
11%	6	I have experienced transportation and other problems arranging field trips.
9%	5	I feel that the museum experience is inappropriate for my grade level. (Grade ____)
0%	0	I heard that a field trip there is a waste of time.
26%	14	Other
19%	10	No Answer

Comment:

11. WHICH, IF ANY, OF THE FOLLOWING MUSEUM RESOURCES WERE YOU AWARE OF PRIOR TO THE RECEPTION OF THIS QUESTIONNAIRE?

Please put a check in the right-hand column next to any resource you have used in the preparation or presentation of your lessons. If you have used the resource and would recommend it to another teacher, then please indicate that by putting two (2) check marks in the right-hand column.

AWARENESS			UTILIZATION		and RECOMMENDATION	
43%	23	Museum Herb Garden	4%	2	4%	2
34%	18	Museum Library	2%	1	2%	1
45%	25	Historical Commission Slide Lecture on Historic Wayne Township	13%	7	9%	5
45%	24	Museum-sponsored programs and activities throughout the year (Christmas Tree Lighting Ceremony, etc.)	8%	4	4%	2
40%	21	Museum publications (Pamphlets, Books, etc.)	11%	6	6%	3
28%	15	Point View Reservoir Water Fowl Preserve adjacent to the museum property	4%	2	0%	0
0%	0	Other	0%	0	0%	0
30%	16	None of these or no answer	81%	43	89%	47

Comment:

12. IF YOU ARE FAMILIAR WITH THE MUSEUM AND ITS PROGRAMS AND RESOURCES, HOW WOULD YOU ASSESS IT AS AN EDUCATIONAL RESOURCE FOR WAYNE TOWNSHIP? Please give a brief explanation of your assessment.

32%	17	Excellent:
28%	15	Good:
2%	1	Fair:
2%	1	Poor:
4%	2	Other:
32%	17	No Answer

13. LASTLY, IF YOU ARE FAMILIAR WITH THE MUSEUM AND ITS PROGRAMS, WHAT SUGGESTIONS COULD YOU OFFER TO MAKE THE MUSEUM A MORE VALUABLE EDUCATIONAL RESOURCE?[1]

55%	29	Greater publicity of the museum and its programs.
60%	32	A museum-prepared teacher's guide and student learning packet for use before, during and after field trips to the museum.
42%	22	On-going communication between the museum and the schools.
42%	22	Traveling museum exhibits available for classroom use. (What kinds of exhibits would you be interested in?)
40%	21	Classroom lectures (like the historic Wayne slide lecture) given by the Historical Commission. (What particular kinds of lectures would be valuable for your grade and subject material?)
51%	27	Classroom colonial crafts demonstrations.
15%	8	Opportunity for some of my students to participate in museum-sponsored activities such as archeological digs. (Are there any specific programs or activities you would be interested in having your students participate in?)
6%	3	Other
25%	13	No Answer

14. EVEN THOUGH YOU ARE NOT FAMILIAR WITH THE VAN RIPER-HOPPER HOUSE MUSEUM, WHAT KINDS OF PROGRAMS WHICH ARE MUSEUM-BASED DO YOU THINK WOULD BE VALUABLE TO YOU AS AN EDUCATOR AND AN ADULT? Please list or describe.[2]

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[1] May be for you as a teacher, as a Wayne resident, as an adult learner, or for your students or the Wayne community.

[2] You may wish to include such things as traveling exhibits, crafts demonstrations, classroom lectures, resource materials, etc.

YOUTH ORGANIZATION LEADERS' CONFIDENTIAL QUESTIONNAIRE

SEX: Male 22 Female 27 No Answer 0

NUMBER OF YEARS YOU HAVE RESIDED IN WAYNE TOWNSHIP:

12.5 Years (Mean)
11 Years (Median)
2 No Answer

NAME OF THE YOUTH GROUP WHICH YOU LEAD: Girl Scouts (10), Boy Scouts (14), Brownie (4), Cub Scouts (14), and 4-H Club (7)

SEX OF THE MEMBERS OF YOUR YOUTH GROUP: Male 28 Female 14 Both 7

AGE LEVEL OF YOUR GROUP: 7-19 inclusive

Directions. Please answer the following questions by checking one or more appropriate answers listed under each question. You may use the space after "Comment" to make any additional statements concerning each question if you wish to do so. Please feel free to continue your comments on the reverse side of page two. Thank you for your cooperation!

1. PRIOR TO YOUR RECEPTION OF THIS QUESTIONNAIRE, WERE YOU AWARE THAT THE VAN RIPER-HOPPER HOUSE WAS THE LOCAL HISTORICAL MUSEUM OF WAYNE TOWNSHIP?

84%	41	Yes
16%	8	No
0%	0	No Answer

Comment:

2. HAVE YOU EVER VISITED THE MUSEUM?

51%	25	Yes
49%	24	No
0%	0	No Answer

Comment:

3. HAVE YOU EVER CONDUCTED A FIELD TRIP TO THE MUSEUM WITH YOUR YOUTH GROUP?

24%	12	Yes
76%	37	No
0%	0	No Answer

Comment:

4. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, HOW MANY TIMES HAVE YOU DONE SO?

100%	12	Approximately 14 times. (total)
0%	0	No Answer

Comment:

5. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, WHY DID YOU SELECT THE MUSEUM AS A FIELD TRIP SITE FOR YOUR GROUP?

58%	7	It was an appropriate activity for their age level.
58%	7	Its proximity to our headquarters (or meeting place) made it a convenient field trip site.
0%	0	It is our organization's policy to have the children visit there.
25%	3	I felt it would be a worthwhile learning experience for my group.
75%	9	We went there to celebrate a patriotic holiday.
0%	0	Other
0%	0	No Answer

Comment:

6. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, HOW DID YOU UTILIZE THE FIELD TRIP EXPERIENCE IN YOUR YEARLY PROGRAM?

17%	2	There really was no special carry-over to our regular activities.
58%	7	We discussed what we had seen at our next meeting following our museum visit.
42%	5	We used our museum visit to aid us in our special projects. (What were these projects? Please list or explain briefly.)
0%	0	Other
0%	0	No Answer

Comments:

7. IF YOU HAVE CONDUCTED A FIELD TRIP TO THE MUSEUM, WOULD YOU RECOMMEND IT TO ANOTHER YOUTH GROUP LEADER?

92%	11	Yes
8%	1	No
0%	0	I would recommend it, but only with these qualifications:
0%	0	Other
0%	0	No Answer

Comment:

8. IF YOU HAVE NEVER CONDUCTED A FIELD TRIP TO THE MUSEUM, WHY HAVEN'T YOU?

16%	6	I really just was not aware of the museum.
32%	12	I feel that there are some historical museums more worthwhile visiting. (Please mention which museums you are referring to.)
5%	2	I really feel that it has nothing worthwhile to offer my group. (Please briefly explain why you feel that way.)
54%	20	Other
0%	0	No Answer

Comment:

9. ASIDE FROM CONDUCTING FIELD TRIPS TO THE MUSEUM, WHICH OF THE FOLLOWING MUSEUM ACTIVITIES, PROGRAMS OR RESOURCES HAVE YOU UTILIZED WITH YOUR GROUP?

2%	1	Museum Library
2%	1	Museum publications
12%	6	Slide lecture on historic Wayne delivered by the Historical Commission
10%	5	Christmas Tree Lighting Ceremony
2%	1	Other
80%	39	No Answer or none of these

Comment:

10. IF YOU ARE FAMILIAR WITH THE MUSEUM AND ITS PROGRAMS, HOW WOULD YOU ASSESS IT AS AN EDUCATIONAL RESOURCE FOR WAYNE TOWNSHIP? Please give a brief explanation for your choice in the space provided below.

24%	12	Excellent
6%	3	Good
6%	3	Fair
2%	1	Poor
29%	14	Cannot Judge
2%	1	Other
31%	15	No Answer

Brief explanation of your assessment:

11. IF YOU ARE FAMILIAR WITH THE MUSEUM AND ITS PROGRAMS, WHAT SUGGESTIONS WOULD YOU OFFER TO MAKE THE MUSEUM A MORE VALUABLE EDUCATIONAL RESOURCE?

39%	19	Greater publicity of the museum and its programs.
35%	17	A museum-prepared packet consisting of materials for leaders and youth to use before, during and after their museum visit.
22%	11	On-going communication between the museum and the Wayne youth organizations.
14%	7	Availability of traveling museum exhibits for use during regular group meetings.
31%	15	Presentation of lectures by Historical Commission during regular group meetings such as the slide lecture on historic Wayne.
49%	24	Colonial crafts demonstrations at the museum or during regular group meetings.
6%	3	Initiation of programs and activities relevant to my group and its goals. (Please describe or list the kinds of programs and activities the museum might offer your group. Include a brief statement concerning your group's goals or yearly program in general.)
2%	1	Other
35%	17	No Answer

Comment:

CONFIDENTIAL STUDENTS' QUESTIONNAIRE

PLEASE CHECK: Male 47 or Female 48 No Answer 0

PLEASE CIRCLE YOUR PRESENT AGE: 4 0 5 3 6 6 7 8 8 9
9 10 10 5 11 6 12 10 13 8 14 8 15 8 16 4
17 7 18 3 19 0 No Answer 0

PLEASE CIRCLE THE NUMBER OF YEARS YOU HAVE LIVED IN WAYNE: 1 3
2 2 3 4 4 2 5 4 6 8 7 8 8 9 9 11 10 6
11 4 12 4 13 2 14 1 15 8 16 1 17 1 18 1
19 0 No Answer 0
7 Mean Years
9 Median Years

PLEASE PRINT THE NAME OF THE SECTION OF WAYNE WHERE YOU LIVE. IF YOU DO NOT KNOW THE NAME OF THE SECTION, THEN PLEASE PRINT THE NAME OF THE STREET ON WHICH YOU LIVE:

I LIVE IN THE ________________ SECTION OF WAYNE.
OR I LIVE ON ____________________ STREET, WAYNE.

Black Oak (9), Lions Head Lake (9), Mt. View (8), Packanack (20), Pines Lake (18), Pompton (4), Preakness (20), Singac (1), Valley (6), and No Answer (0).

PLEASE PRINT THE NAME OF THE SCHOOL YOU ARE NOW ATTENDING:

I AM ATTENDING ____________________ SCHOOL.

Wayne Hills H.S. (16), Wayne Valley H.S. (12), Anthony Wayne Jr. H.S. (8), George Washington Jr. H.S. (7), Schuyler-Colfax Jr. H.S. (8), R. Carter (7), T. Dey (5), J. Fallon (5), J. Kennedy (2), Mt. View (1), Packanack (6), Pines Lake (6), Preakness (2), Ryerson (4), A. Terhune (6) Schools, and No Answer (0).

PLEASE CIRCLE YOUR PRESENT GRADE IN SCHOOL: K 4 1 7 2 9
3 8 4 9 5 7 6 3 7 12 8 7 9 8 10 7
11 5 12 7

THANK YOU FOR ANSWERING THE ABOVE QUESTIONS! NOW, PLEASE READ THE FOLLOWING QUESTIONS CAREFULLY AND ANSWER THEM ACCORDING TO THE DIRECTIONS EXPLAINED AFTER EACH QUESTION. THANK YOU!

1. DID YOU KNOW THAT THERE IS A HISTORICAL MUSEUM IN WAYNE NAMED THE VAN RIPER-HOPPER HOUSE? Please check either yes or no.

69%	66	Yes
31%	29	No
0%	0	No Answer

2. IF YOU DO KNOW ABOUT IT, HAVE YOU EVER VISITED IT? Please check yes, no or not sure. Of course, if you did not know about it, do not answer this question.

31%	29	Yes, I have visited the museum.
34%	32	No, I have never visited the museum.[1]
5%	5	I am not sure if I have visited the museum.
31%	29	No Answer, did not know about the museum.

3. IF YOU HAVE VISITED THE MUSEUM, ABOUT HOW MANY TIMES HAVE YOU GONE THERE? Please circle the number of times you think you have visited the museum. Of course, if you have never visited it, do not answer this question.

44%	13	1	0%	0	7
28%	8	2	0%	0	8
14%	4	3	0	0	9
0%	0	4	3%	1	10
7%	2	5	3%	1	More than 10
0%	0	6	0%	0	No Answer

4. IF YOU HAVE BEEN TO THE MUSEUM, WHO TOOK YOU THERE? Please check as many answers as necessary to tell who took you to the museum; if you have gone to the museum with someone who is not listed, please print in your answer on the blank line. Of course, if you have not visited the museum, do not answer this question.
(71 total visits)

44%	31	My parents (or another relative: a grandparent or an aunt, etc.) took me there.
8%	6	My teacher took me there with my class.
15%	11	My club leader took me there with my club.
30%	21	My friends and I went there.
4%	2	I went there by myself.
0%	0	No Answer

---

[1] Total number who never visited the museum 61; total percent who never visited the museum 65%.

5. IF YOU HAVE VISITED THE MUSEUM, DID YOU ENJOY YOUR VISIT? Please check either yes, no or do not remember. If you wish to add your own comment, please use the blank line. Of course, if you have never visited the museum, do not answer the question.

90% 26 Yes, I enjoyed the visit.
3% 1 No, I did not especially enjoy the visit.
3% 1 I do not remember the visit or if I enjoyed it or not.
3% 1 No Answer

6. IF YOU ENJOYED THE VISIT, WHAT THINGS MADE IT ENJOYABLE? Please check as many reasons as you wish which explain why you enjoyed your visit to the museum. If you have a reason which is not listed, please print it on the blank line. Of course, if you have never been to the museum, do not remember your visit, or did not enjoy your visit, do not answer this question.

77% 20 I like history and the museum had many interesting things to see!
65% 17 The people at the museum explained the historical things to me very well and I learned some new things about history.
12% 3 I have a hobby that is connected with history; the museum helped me with that hobby.
12% 3 I went there with my class and it was fun to see the things we talked about in class in person!
42% 11 I went there with my family and we had a good time together visiting the museum and the grounds.
4% 1 Other
0% 0 No Answer

7. IF YOU DID NOT REALLY ENJOY YOUR VISIT TO THE MUSEUM, WHY DO YOU THINK THAT YOU DID NOT ENJOY YOURSELF THERE? Please check as many reasons as you wish which explain why you did not enjoy your visit to the museum. If you have a reason which is not listed, please print it on the blank line. Of course, if you have never been to the museum, do not remember your visit, or enjoyed your visit, do not answer this question.

____ ____ I do not particularly like history and none of the things in the museum interested me.
____ ____ No one explained the things I saw to me and I could not understand some of them.
____ ____ My hobbies have nothing to do with history and I am uninterested in seeing things from the past.
____ ____ I was really bored; there was nothing to do in the museum or on the museum grounds.

7. continued

____ ____ I could not touch any of the things I was interested in learning more about.

100% 1 No Answer

8. IF YOU DO NOT REMEMBER YOUR VISIT TO THE MUSEUM, WHY DO YOU THINK THAT YOU DO NOT REMEMBER IT? Please check as many reasons as you wish which explain why you think that you do not remember your visit to the museum. If you have a reason which is not listed, please print it on the blank line. Of course, if you have never been to the museum, enjoyed your visit or did not enjoy your visit there, do not answer this question.

100% 1 I was too young when I went there to remember it; I was _____ (how many?) years old.

____ ____ Nothing I saw there really meant anything to me.

____ ____ I was forced to go and I did not really care about visiting it.

____ ____ I was not paying attention to what I saw.

____ ____ There was nothing especially interesting about the museum for me to remember.

0% 0 No Answer

9. HAVE YOU EVER VIEWED ANY SPECIAL ACTIVITIES THE MUSEUM HAS HELD? Please check yes, no or not sure.

17% 16 Yes, I have viewed special events held by the museum.

61% 58 No, I have never viewed special events held by the museum.

13% 12 I am not sure if I have viewed special events held by the museum.

9% 9 No Answer

10. HAVE YOU EVER PARTICIPATED IN ANY SPECIAL PROGRAMS THE MUSEUM HAS HELD? Please check yes, no or not sure.

8% 8 Yes, I have taken part in special programs held by the museum.

76% 72 No, I have never taken part in special programs held by the museum.

5% 5 I am not sure if I have taken part in special programs held by the museum.

11% 10 No Answer

11. IF YOU HAVE VIEWED OR PARTICIPATED IN SPECIAL PROGRAM OR ACTIVITIES HELD BY THE MUSEUM, WHICH PROGRAMS OR ACTIVITIES WERE THEY? Please check as many activities or programs which are listed that you viewed or participated in. Use the blank line to print any program or activity which you viewed or particited in which is not listed. Of course if you have never viewed or participated in any museum programs or activities or if you are not sure if you have or not, do not answer this question.

44%	10	Christmas Tree Lighting Ceremony.
18%	4	Special Exhibits (Art, Toys, Crafts, etc.)
9%	2	Crafts Lessons (Tinsel Painting, etc.)
14%	3	Slide Lecture on Historic Wayne
36%	8	Strawberry Festival
27%	6	Parades
5%	1	No Answer

12. HAVE YOU EVER HAD TO DO A PROJECT ABOUT WAYNE HISTORY FOR A CLASS ASSIGNMENT? Please check yes or no.

22%	21	Yes, I have done a project about Wayne History.
73%	69	No, I have never done a project about Wayne History.
5%	5	No Answer

13. IF YOU HAVE HAD TO DO A REPORT ON WAYNE HISTORY, DID YOU USE ANY INFORMATION FROM THE MUSEUM LIBRARY? Please check yes or no. Of course, if you have never had to do a report on Wayne History, do not answer this question.

0%	0	Yes, I have used the Museum Library for my reports.
100%	21	No, I have never used the Museum Library for my reports.
0%	0	No Answer

14. IF YOU HAVE USED THE MUSEUM LIBRARY, HOW VALUABLE WAS THE LIBRARY FOR YOUR RESEARCH? Please check as many answers as necessary to explain the usefulness of the museum library. If none of the answers listed below explains your feelings, print your answer on the blank line. Of course, if you have never used the museum library, do not answer this question.

		I found the library extremely helpful!
		The library was inadequate for my topic on Wayne.
		The people at the museum were more helpful to me than the library materials were.
		The library was okay.
		No Answer (not applicable based on answers to question 13)

15. IF YOU NEEDED INFORMATION ABOUT WAYNE HISTORY FOR A REPORT BUT DID NOT USE THE MUSEUM LIBRARY, WHY DIDN'T YOU? Please check as many answers as necessary to explain why you did not use the museum library. If none of the answers listed below explains your reasons for not using the museum library, please print your answer on the blank line. Of course, if you have used the museum library, do not answer this question.

52%	11	I did not wish to use the library at the museum.
29%	6	I really did not know the museum had a library that I could use.
0%	0	I tried to use the library, but the museum people did not permit me to use it.
19%	4	No Answer

16. WHAT SUGGESTIONS WOULD YOU LIKE TO MAKE SO THAT THE MUSEUM MAY BE A BETTER PLACE FOR YOURSELF, YOUR FRIENDS AND YOUR RELATIVES? Please check as many suggestions as you wish from the list below and then please feel free to use the back of this page to make any other comments or suggestions you wish to make about the museum. THANK YOU!

35%	33	I wish there were more things to do at the museum.
34%	32	I wish there were more activities like the Tree Lighting Ceremony.
22%	21	I wish it were easier to reach the museum.
80%	76	I wish I knew more about the museum and its activities and programs.
43%	41	I wish I could help out at the museum.
54%	51	Other
6%	6	No Answer

PLEASE CONTINUE YOUR COMMENTS AND SUGGESTIONS ON THE BACK.

APPENDIX E

TABLES 3 - 10

TABLE 3

FACULTY ASSESSMENT OF THE MUSEUM WITH RESPECT TO THEIR PRESUMED FAMILIARITY WITH ITS PROGRAMS AND RESOURCES

Statement	Those Who Have Visited But Have Never Conducted Field Trips There	Those Who Have Not Visited	Those Who Have Conducted Field Trips	Total
A. Excellent......	13	1	3	17
B. Good...........	12	0	3	15
C. Fair...........	1	0	0	1
D. Poor...........	1	0	0	1
E. Other..........	2	0	0	2
F. No Answer......	8	9	0	17

TABLE 4

FIELD TRIP SPONSORSHIP TO THE MUSEUM BY YOUTH GROUP LEADERS WITH RESPECT TO THEIR CLUB AFFILIATION

Statement	Responses					
	Girl Scout	Brownie	Boy Scout	Cub Scout	4-H	Total
A. Have Sponsored Trips to the Museum.............	7	0	1	4	0	12
B. Have Not Sponsored Trips to the Museum..........	3	4	13	10	7	37

TABLE 5

YOUTH LEADERS' ASSESSMENT OF THE MUSEUM WITH RESPECT TO THEIR PRESUMED FAMILIARITY WITH ITS PROGRAMS AND RESOURCES

Statement	Responses			
	Those Who Have Visited But Have Never Conducted Field Trips There	Those Who Have Not Visited	Those Who Have Conducted Field Trips	Total
A. Excellent.......	6	0	6	12
B. Good............	2	0	1	3
C. Fair............	0	2	1	3
D. Poor...........	0	0	1	1
E. Cannot Judge...	4	9	1	14
F. Other..........	0	0	1	1
G. No Answer......	1	13	1	15

TABLE 6

TABULATION OF STUDENT VISITATIONS TO THE MUSEUM WITH RESPECT TO THEIR GRADE LEVELS

Grade Level	Number of Visitations											
	1	2	3	4	5	6	7	8	9	10	10+	Total
A. Elementary..........	5	0	1	0	0	0	0	0	0	0	0	8
B. Junior High School..	4	4	1	0	1	0	0	0	0	0	1	30+
C. Senior High School..	4	4	2	0	1	0	0	0	0	1	0	33
D. Total..............	13	8	4	0	2	0	0	0	0	1	1	71+

TABLE 7

MUSEUM VISITATION, RESOURCE UTILIZATION, AND ROLE AWARENESS BY WAYNE TOWNSHIP RESIDENTS, TEACHERS, AND YOUTH GROUP LEADERS

Statement	Responses			
	Residents	Teachers	Youth Leaders	Total
1. Museum Visitation				
A. Visited the Museum....	37	43	25	105
B. Never Visited the Museum................	113	10	24	147
2. Museum Utilization				
A. Utilized Museum Resources.............	40	10	10	60
B. Did Not Utilize or Did Not Indicate Having Utilized Museum Resources.............	110	43	39	192
3. Museum Role Awareness				
A. Were Aware of Museum Role...........	102	47	41	190
B. Were Not Aware of Museum Role...........	48	6	8	62

TABLE 8

MUSEUM FIELD TRIP SPONSORSHIP BY WAYNE TOWNSHIP TEACHERS AND YOUTH GROUP LEADERS

Statement	Response		
	Teachers	Youth Group Leaders	Total
A. Have Sponsored Field Trips to the Museum.........	6	12	18
B. Have Never Sponsored Field Trips to the Museum.........	44	37	81
C. Did Not Indicate If Sponsored Field Trips to the Museum...............	3	0	3

TABLE 9

REPEAT FIELD TRIP SPONSORSHIP TO THE MUSEUM BY WAYNE TOWNSHIP TEACHERS AND YOUTH LEADERS

Statement	Response		
	Teachers	Youth Leaders	Total
A. Sponsored Only One Field Trip to the Museum....................	3	10	13
B. Sponsored More Than One Field Trip to the Museum....................	3	2	5

TABLE 10

REPEAT VISITATIONS TO THE MUSEUM BY WAYNE TOWNSHIP RESIDENTS AND STUDENTS

Statement	Response		
	Adult Residents	Students	Total
A. Visited the Museum Only Once..................	24	13	37
B. Visited the Museum More Than Once.............	13	16	29

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SELECTED BIBLIOGRAPHY

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